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ABSTRACT

This book catalogues the free university/alternative school movement's exploration of ways education can be organized, directed, evaluated, and modified by its consumers. Emphasis is placed on the purpose of free universities, unlearning, course organizing, credit, the mechanics of organizing courses for credit, publicity, funding, bureaucracy, spin-off projects, and the role of the free university in educational reform. Case studies review the Center for Participant Education at Florida State University and the University for Man at Kansas State University. A resource directoy is presented including lists of people, places, and things that have operated successfully within the broad parameters of the reform movement. (MJM)

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MINI-MANUAL FOR A FREE UNIVERSITY

By Larry Magid with Nesta King

Resource Directory compiled by Mary A. England

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Student Committee (David Rosen, Chairman)
Study Commission on Undergraduate Education
and the Education of Teachers
(Paul A. Olson, Director)

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FOREWORD

"Some basic stuff is obviously missing from today's learning opportunities. Nowhere in the educational world—under or aboveground—can one be taught to discover fundamental attributes that guide a human being on his own course; nor is any school geared to help an individual discover his personal law and function, fitting with his individual capacity and inclination.

We are not born butcher, baker, or candlestick maker; these are mere contingencies to our nature, just as the sun is yellow, but our innate dispositions may be best served within one of these occupations. Our vision has been superimposed, however; instead of our natural ability determining our jobs, positions in the world, etc., the artificial categories of our social and educational structure have determined what we shall be."

—*Big Rock Candy Mountain,* introduction

The free university/alternative school movement emerged in response to these sentiments. Acknowledging the institutional permanence of conventional education, the movement has taken an evolutionary approach toward reform. In its symbiotic relationship to the educational system, the alternative movement depends on established institutions for some of its nourishment, and it in turn injects some of its own vital rejuvenative elements into the establishment. A free university maintains its autonomy and, at the same time, attempts to change the configuration of the whole educational scene.

Finding out how education can actually be organized, directed, evaluated and modified by its consumers—the goal of the free university—is also one of the major concerns of the Study Commission as it seeks to discover what kinds of learning environments should be given support by the federal dollar. The Study Commission suggests that while education "is a personal

process which implies an acquisition of self-knowledge and what is generally called abstract learning, it is also a social and political process. In education people organize themselves into groups and endeavor to communicate the skills necessary to the survival of the group." The free university—often social and political as well as educational—represents a semi-structured program which can be self-educating, innovative and accountable to the people it serves.

Teacher education is a major thrust of the Study Commission. If teachers are to continue to serve a relevant function in our educational system, they need to consider the mind-set represented by the free university movement. Rather than take packaged education down off the shelves and disseminate it unchanged to students, teachers need to be part of a self-initiated, self-negotiated, self-regulated learning process. The authors of this volume admonish us "to change the politics of education so that it is more humane and more oriented to the needs of the people." Teachers should be involved in these changes at the initial stage, and this stage is set in the scheme of their own education. Colleges of education are already looking for alternatives within their own institutions. The Study Commission in its interest in embracing and exploring as many educational avenues as possible and making maximum use of valuable resources, envisions colleges of education partially operating through a free university or a free university format as an option in a teacher education program.* The *Mini-Manual* is an invitation to the teaching/teacher education profession to examine some new ideas with an eye toward the redevelopment of relevant curricula and methods of communication.

Mini-Manual for a Free University is organized into two parts: a manual and a resource directory. The manual is designed for people thinking about setting up a free university or already working with experimental or educa-

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*According to the Carnegie Commission's report, *An Inventory of Academic Innovation and Reform*, over the past four years 35 new and innovative institutions have been opened, 30 cluster colleges have been established, 60 institutions have agreed to participate in external degree programs, and some 300 "free" universities have been started.

tional reform programs. The Study Commission notes its particular relevance for professionals in colleges of education. The resource directory includes people, places and things (publications, materials, ideas, machines) that have successfully operated within the broad parameters of the reform movement. Entries appear in alphabetical order, and are cross-indexed by categories (health, law, sexism) and geography (state, country).

Betty Levitov, Editor
Study Commission on Undergraduate Education
and the Education of Teachers

INTRODUCTION

When we create a free university we commit an act of rebellion. By providing an alternative we serve notice that the educational systems are not meeting our needs and that there is a better way. We take education away from the "professionals" and place it in the hands of the consumers.

Actually there is nothing new about this. The term "free university" is only nine years old, but the first free university was created the first time a group of students walked away from an instructor and said "we can do it better ourselves." Historically, we can trace the first contemporary free university to Berkeley's Free Speech Movement. Fed up with the multiversity, students placed their bodies in front of the administration building and set up "liberation classes" while the police and the faculty looked on. A year later, in 1965, the first on-going free university was established at San Francisco State College as a student government funded experimental college. That was eight years ago and since then there have been more than 400 such programs. Many have folded but others still function. Each program differs and not all are called "free universities." Nevertheless, they all have one thing in common: a desire to break away from the educational methods and philosophies which dominate the traditional universities.

In writing this book we look back at the last seven years in order to find out what makes a free university successful. To do this we must first define what we mean by "success" and since there are no national agencies or associations to set standards for free universities, each program must set its own goals and judge its success on how well it serves its own constituency. Success and failure are relative terms and the real value of your free university will depend on how well you apply this abstract model to your frighteningly real situation.

Initially we designed this book for people who were about to set up a free university, but in editing our manuscript we have expanded it so that it can also be used by on-going programs as a tool for initiating new staff people,

reviewing their program or renewing their energy. In addition, we feel that this book might be of use to educational programs other than free universities. Any experiment or educational reform program is dealing with the same general community, and although this book was written about and for free universities, many of its suggestions are likely to apply to other types of programs.

If this book has a message, it is that since education is a political process, the true value of a free or experimental educational experience is its ability to change the politics of education so that it is more humane and more oriented to the needs of people rather than of states or corporations. We write this book in 1973 when America is awakening to a new realism and while the political processes are seemingly opening themselves up to a more conscious constituency. We write this book with the realization that we are no longer talking to ourselves. The bankruptcy of American education is becoming clear to millions of Americans on and off the college campus. We write this book with the understanding that we are no longer "freaks" but a voice from the future. As a result, we write this book in the hope that our alternative educational programs will serve not only the student radicals and the counter-culture, but all of the people for whom education is alienating, oppressive, un-attainable or impossible to comprehend.

Let us begin. First we will define some terms, then explain our politics. We'll then talk strategy and finally present case studies to show that it has and can be done. Our final section is a resource directory because it is our sincere hope that you will not want to stop here, but will seek out other sources of information as your next step.

Defining Our Terms

Throughout our book we will use various terms such as "free university," "experimental college," "free school" and "alternative project." If the terms seem overlapping and confusing, that's because they are. Essentially, this book is about alternative programs for people of college age or older. We try to focus on those programs which were established by students or community people, as opposed to educational innovations established by a

conventional university. When we use the term "free university," we mean a program which is accountable to the people whom it is intended to serve.

It is possible for a program to be innovative or experimental without being accountable to students or community people. Many campuses have initiated "experimental colleges," which do not differ significantly from the established university except in some methods of instruction. Even those colleges which experiment with living systems, community involvement and student-faculty relationships cannot be truly defined as free universities as long as they are governed by a state-appointed or institutionally controlled power structure. This is not to say that free universities cannot have good working relationships with university power structures. It is to say that they should try to remain autonomous.

Regardless of what a program is called, this book will use the term "free university" to describe autonomous student or community-controlled programs.

WHY FREE UNIVERSITIES?

All educational programs—traditional or free and innovative—are concerned with providing individuals with certain skills, information, ideology or tools needed to perform certain roles in society. The question becomes, then, what those roles should be, how they should be performed, and where an individual will be "tracked" in a society which is a vertical hierarchy.

The vocational training system, used in public high schools, teaches working-class boys how to fill certain roles in industrial sectors of society, while high school girls are taught home economics to become housewives. Other classes in school teach other types of children other roles, but usually a course of instruction is designed to prepare a child for one or another role or "track" within the adult society. For some students, it is college; for others, it is the military; for still others, there are various jobs and professions into which they are tracked. This isn't to say that all schooling is a conspiratorial form of predetermination, but that there is some basic direction in which students are pushed, and more likely than not, they will fall in that direction. In universities the tracking system exists to an even larger extent. It becomes ingrown and incestuous, since most of the conditioning of the university is designed to groove students back into the university structure. Much of the learning in the first two years of college is aimed at teaching students how to survive in the university environment and a great deal of emphasis during the entire undergraduate experience is designed to prepare students for graduate school or university-related professions. Other students, not able to get into a pre-graduate school groove, are often forced out of the university. Many large state universities boast as high as a 40 per cent attrition rate for first year students. And as any professor can testify, many of the students who don't flunk out or drop out essentially leave the academic community emotionally if not physically.

The key training process of all schooling is ideological, that is, training young people to fit into a highly structured and hierarchical society. Education, therefore, becomes motivational: students are motivated to perform

in a certain way to prepare them to perform acceptably when they are out of school. Grades are analogous to financial rewards, and obeying teachers and professors teaches respect for authority. If the universe were as well-oiled as some academicians would like it to be, there would be a place for every person who enters, drops out of, is expelled from, or completes the educational system.

The problem, however, is that society is not limited to the relatively few options presented within the educational system. Pluralism exists within individuals, races, classes, sexes and personality types, and the school system isn't able to reduce this diversity to the few tracks within its scheme. And while the tracking system has been basically successful in producing its desired results, there is a growing movement of people who are rejecting the roles which they are being trained for and are demanding more alternatives. Certainly third-world and women's studies are cases in point. But beyond the "disadvantaged" there are now thousands of middle class and working class people who are demanding that their education prepare them for a life which is self-actualizing. People want choices and they want skills which will be useful. They want educational institutions which will treat them as responsible people should be treated so that they, and not the prescribed curriculum, can choose what is best for them.

The educational establishment has not been totally unresponsive to this growing movement. Hundreds of new programs have been established both within and without existing universities. The University Without Walls, the University of California Santa Cruz campus, Evergreen State College, Redland's Johnston College are just a few of the hundreds of new programs which are attempting to be "experimental" and, whenever possible, "non-alienating."

While some of these programs are well intentioned, many of them are clearly an attempt by the educators to project a new image while maintaining the same basic educational and professional criteria. When in doubt, look at the "credentials" and salaries of the faculty in these institutions and programs. If you find that a substantial portion of the faculty are fully credentialled, you might ask yourself why there are not more lay people in teaching positions. If you find that the salaries for credentialled personnel are as high

as those in the more traditional programs, you might ask yourself how a program can truly be radical or innovative while providing class privilege for its staff through high salaries. And, lastly, look at how the institution is governed. While you will probably find an occasional student on its board of trustees, do you find that the basic control and administration of the college is in the hands of the same class, race and sex of people who have traditionally controlled higher education?

While we criticize the educational establishment's versions of "educational innovation" we do not hold the banner of the student-run free university as a cure-all or as being exempt from racism, class chauvinism, sexism and all of the other ills that besiege our society. Clearly, as this manual will go on to illustrate, free universities are very susceptible to many of the same shortcomings as traditional programs. Clearly, the free university is not an only path toward salvation. It is merely one method and it has often been shown to be a good method. Other methods should not be simply abandoned because you have found an "alternative." The argument of "alternative versus reform" is deceptive. There is plenty of work to be done to change education. And it is silly to enter a heated debate as to whether to make the change outside the institution, or to keep in it, or to obey the rules. Rather, it is best to encourage people to take whatever actions they see best for themselves and those people they can organize.

The decision of whether to work with a free university or to seek changes in the traditional curriculum is primarily a tactical one. It must be based on several variables such as whether or not a reform will actually promote change in a system which is stifled or misdirected. You also have to look closely at alternatives. Are they aiding in the eventual liberation of colleges and universities, or are they merely safety valves taking the pressure off established universities to avoid substantive change? If you are not careful, the free university can become simply a place to contain radicals while the established university goes right on doing war research and forcing requirements on its students.

How many people can really benefit from a free university, and how open is it to the entire student body or the non-student victim of the established university? Presently, there are more than eight million students

enrolled in higher educational institutions and there is no way free universities can serve all their needs. Consequently, a vast majority of the eight million students haven't been involved with free universities. They too need programs.

Strategy and tactics are derived not from reading this book or any other book, but from a clear understanding of your situation and your options for action. What is needed first is a serious look at the situation in which you find yourself. No matter what tactics you choose, you first need to understand exactly how the university works, how it is governed, how decisions are made, how they are carried out, how the institution is funded, how people are hired and what it is that isn't meeting your needs or the needs of those people you work with. (See the Student Committee's earlier publication, *How to Research the Power Structure of Your University or College,* by Bert Marian.)

Once you have analyzed the existing institution, you will need to take one or more of many potential directions in your strategy to create a better learning environment. No doubt, there will be more than one route and there is no reason why different people can't take different routes at the same time. Often, a free university will work side by side with an institutional-change program and, more often than not, the people who are working for reform may be the same people who are developing alternatives. The important thing to remember is that different tactics are not necessarily opposed to each other and that it may be necessary to take many paths to change an institution as established and complex as a university. In short, you must understand your university, consider your options, choose your tactics and GET TO WORK. While you're at it you can encourage other people to pick up some of the options you are forced to leave behind.

UNLEARNING

The problem with most free universities is that they are made up of people who are well conditioned by the university system. People in free universities are usually those who have rejected the traditional academic values. But it is not possible for someone to put aside twelve to sixteen years of conditioning when entering a new program. Thus, the first task of the free university must be to foster unlearning. If the free university is true to its values, then it will not reward traditional academic behavior. Ironically, the very traits which qualify students to attend college are the ones which present the biggest obstacles once a student enters a free university or experimental college. A child is taught from kindergarten on up how to obey established authority. Behavior patterns such as aggressiveness, competition, opportunism, and acceptance of hierarchical structures are likely to be encouraged. Sex roles, too, are firmly established in the school system so that boys learn aggressive and competitive sports while girls learn to play with dolls and to use their feminity to get what they want. These roles are further refined and reinforced throughout the academic ladder and are especially obvious in graduate schools and within university faculties where competition is extremely keen and sexual discrimination has reached such a point as to elicit civil rights cases.

But in free universities, women students will not get better grades if they sit in the front row, and men will not please the "teacher" by always being the first ones with the correct answer. How, then, do you make the transition? It takes time and some work. And you can't expect people to change all at once.

The first time people participate in a free university course they usually don't know how to behave. As students they are conditioned to be dependent on the instructor and to need external structure. In courses which give academic credit or grades, the students at first want to know what is expected of them. If the course leader refuses to take the responsibility for directing the course and answering their questions, then many students experience

tremendous anxiety. They might demand reading material, they might want to know precisely when and where the class will meet, and they might want to know who is in charge. On the other hand, some students may see this program as an opportunity to "get out of work." This is understandable in that the pressures of university life are such that any opportunity to get away from having to deal with academic rigor is, of course, welcomed. Yet, you should be sure that your program is not simply a safety valve for burnt-out students. While the free university program should be less alienating than the traditional classroom, it should be, at the same time, a place where serious work is being done. Whether it be arts and crafts or political action, there is no point in doing something half-way or poorly. This is especially true in the area of political organizing or social change courses. If people are serious about social change, then they should be aware that social movements require dedicated people who are willing to work long and hard for what they believe. While students shouldn't be punished with bad grades for not working hard in the free university, they should not be encouraged to hang around and spoil it for the people who are working hard and are serious about change. The way you deal with these people depends on your temperment and what methods best fit your situation. Don't be naive and liberal about this being "everyone's program." If a student doesn't belong in a class, then the fellow students and the instructor (if there is one) should make that clear.

Often the instructor is also new to the free university setting and finds the adjustment even more difficult than do the students. If this is an instructor's first course, then that person has a strong temptation to pattern behavior on that of a teacher from that person's past. If, on the other hand, an experienced teacher is leading the course, that person finds it difficult to adjust to the new environment and is tempted to run the class in the same manner as in a regular university. Even if the subject matter is "radical," the teacher's role pattern can make the course similar to a normal school situation. Just as with the students, a free university instructor may view the course as not as important as his or her other teaching duties or activities. The instructor might find the lack of required papers or grades an excuse not to encourage writing or to constructively criticize the students' work.

One way to unlearn role patterns is to conduct class business in a collective manner. Although the instructor or course leader may be the most

knowledgeable about a certain subject, he or she isn't necessarily the only one capable of deciding when and where the course meets, who gets into the course and how evaluation or credit is determined. This can be done either by the whole group, or by someone designated by the group. There is no denying that certain individuals will have skills, information or organizational abilities which will lead them into leadership roles in the group. This is true in any organization, group, or collective. Roles, however, do not necessarily dictate power or authority. An instructor well-versed in the subject matter of the course naturally is going to be a central figure in the class. But that does not qualify that person to be the power figure.

To say that all participants in a program are equals also implies shared responsibility for a smooth and successful operation. Too often in a free learning setting, the resource person, or instructor, will make all of the logistical decisions and do all of the work involved in running the course. This is clearly a contradiction and certainly does not allow for sharing of work and responsibility. This is unfair to both the instructor and the students and again reinforces the instructor's "teacher role." Often the discrepancy is not the fault of the course leader, but rather of the other people in the class who have been trained to expect certain things of an instructor. Our educational background has trained us to believe that the class doesn't start until the instructor arrives or that the "teacher" is the one to bring the discussion back to a focus if the class digresses. A given class may need a coordinator, but this can be assigned as a role to another member of the group and can be rotated throughout the term. If a group begins by delineating certain roles and making sure that the responsibility for the course or seminar is spread beyond one central figure, the group will be taking a first step towards creating the kind of educational environment depicted in the rhetoric of academic innovation. The importance of this role delineation cannot be over-emphasized. In addition to creating a collective responsibility, it also helps to break down the professionalism which permeates traditional universities and has crept into many experimental programs.

In addition to determining the mechanics of the course collectively, it is important to de-mystify the rituals of the educational experience. One of the rituals which clearly needs to be challenged is grading. There are several ways to challenge grading, ranging from not giving any academic credit to

giving everyone in the course an automatic "A." The question of academic credit is discussed at length later in this book. But if you are offering credit courses, you should consider the various alternatives to competitive grades. One option available at most universities is the pass/no pass grade. This grade allows for all members who participate to be given academic credit without having to scramble for a specific grade. It is a good equalizer in that it establishes a basic minimum requirement of participation and affords all who meet that requirement an equal reward. You should also explore other options such as incompletes or "no basis for grade." Those students with incompletes can be encouraged at a later date to make up the work and those with "no basis for grade" are simply excused from the class with neither reward nor punishment.

Of course there are various problems with the pass/no pass grades in that they still require a judgment and they do not directly challenge the grading system–they only avoid it. One way that some free universities challenge the grading system is by giving everyone who participates an automatic "A." By doing this they literally "cheapen" the grade and make it virtually meaningless. This tends to devalue grades in general which thus de-emphasizes them and challenges the notion of using grades as a "profit motive." A number of people feel that this method is either dishonest or inadequate in that it too doesn't seriously challenge grading but merely takes advantage of the free university to reward free university students while the rest of the campus suffers with competitive grades. In addition, there is the possibility that an automatic "A" might attract students who have no real interest in the class other than improving their grade point average. Of course, it is possible you might want these kinds of students, but you should carefully consider their impact on the rest of the people in your program. Whatever system of grading or non-grading you establish, the important thing is to make sure the decisions about evaluation and credit are made collectively by the whole group or independently by each person involved. Do not perpetuate the hierarchy by leaving the decision solely up to the instructor.

Of course the only way to really challenge the grading system is to organize for the abolition of grades for everyone in the university. And there is no reason why this cannot become a project of the free university or one

of its courses. (See: The Role of the Free University in Educational Reform, page 44.)

Evaluation isn't the only threat to students. It is equally important to make sure that the course is taught in a way which will help students actualize their own goals from the class. Don't begin the course with a lecture on what will be covered. Rather, start off with a general discussion on the topic and find out what the students want to do and how they want to proceed. One note of caution, however. It is equally important that you don't simply allow the instructor to abandon the leader role if the situation is one where the instructor clearly knows more about a subject than most of the students. More free university classes have been ruined by too little structure than by too much.

COURSE ORGANIZING

Free university courses don't simply pop up from nowhere. They have to be arranged and organized. Usually that means finding someone to teach or lead the course, arranging for a room, setting a time and place and publicizing the class.

The first thing you'll want to do is to get an idea of what kinds of courses are wanted by the community or campus. Ask around, put up suggestion boxes, find out what people are interested in. Are there any political topics being discussed? Are there certain arts or crafts which seem to interest people? What philosophical or religious questions seem to be attracting interest? With a little work you should at least be able to figure out what courses are likely to have participants and with some more work you can discover what issues need to be explored by the free university.

Once you get some general ideas about courses you need to develop specific courses and when possible find course leaders. Get in touch with groups in your area. If you are near a university, get the directory of campus organizations or check with the student government office or Dean of Students' office for a list of organizations or their officers. You should find everything from a chess club to a gay liberation chapter and each of these groups has information which they would love to share with the rest of the community. Watch the newspapers for meetings of campus and community groups. Check out plays for acting instructors, concerts for musicians and athletic events for potential physical education instructors. If you have a particular topic in mind, check with your local bookstore or library to see who's reading about the topic. Bookstore clerks and librarians are often good sources of information and usually know what people are interested in by the books they are looking at.

When seeking potential courses it is always important to check with the women's groups, ethnic organizations and gay groups to let them know about the free university and give them the opportunity to organize their

own series of classes. Often these groups will have trouble integrating directly into the free university but will welcome the chance of having a block of courses and perhaps a section of the catalog to list their courses and discuss their activities.

If there is interest in a course but no one to lead it, go ahead and list the course under a section called "leaderless courses." Make sure someone volunteers to coordinate the first meeting and if enough people show up they can at least discuss the topic and possibly find a leader, if necessary, as a group project.

Whatever you do, be creative. The possibilities for courses are endless. Almost everyone knows someone who's likely to teach a course, but you must be aggressive in approaching people. Personal contact is always best. It's alright to write people letters asking them to lead or organize a course, but always follow it up with a personal visit or at least a phone call. People who are busy usually don't respond that well to their mail--especially form letters--and they need to be bugged a bit.

Once you get a course arranged and an instructor confirmed, then you're almost home. You have to get a course description (usually from the instructor or course organizer) and you have to arrange a room and time for the course and take care of the necessary publicity (see section on Publicity, page 25). If it is to be a credit course then you'll have a lot of work to do in that respect (see section on The Mechanics of Organizing Courses for Credit, page 21).

When planning courses for the coming term, it is usually a good idea to make sure there is some balance in the types of courses being offered. It is usually a mistake for the program to be dominated by any one type of course and it is up to the free university staff to help balance the offerings. The best way to do this is by having the staff initiate courses in areas not covered by courses initiated by students or other members of the community.

In most areas, experience has shown that free universities tend to be dominated by cultural, religious or craft oriented courses. While these courses are important, it is also important to make sure that the free university offers

some classes aimed at educational, social and political change. One way to insure this is to set up a block of courses on revolutionary history, tactics of organizing, ethnic and sexual liberation, etc. Actually the list is almost endless and the potential for good politically oriented courses expands as people's interest develops in this area.

Admittedly, the writers of this book favor more political content courses. We feel this way because in looking at the free university over the past eight years, we see that a great opportunity has been largely ignored. One of the attractions of free universities is the opportunity to escape briefly from an oppressive social order characterized by authority, regimentation, and the dominance of white over black, rich over poor, male over female, etc. But it is also important to address these issues directly in the content of the program and the manner in which it is conducted. A free university atmosphere can engender non-oppressive behavior as well as an understanding of the origin, development, and function of social oppression. The free university, therefore, can be a valuable tool in promoting social change.

In the spin-off project section we deal with ways that the free university can promote projects for social change. Within the curriculum, though, there are almost endless opportunities to raise consciousness and educate people about the why's and how's of social change.

You can start with history. The labor movement is one of the most misunderstood of all American struggles. For what now appears to be a web of union bureaucracies and hierarchies actually started as a very exciting and dynamic movement of insurgent workers. Our high school textbooks gloss over such people and organizations as the Industrial Workers of the World, Eugene Debs, the early Congress of Industrial Workers, the anarchist movement and socialist party, and the radical feminist movements which led to women's suffrage. The history of American radicalism is a rich tradition of which all progressive Americans can be proud—but most of us don't know much about it—and this includes many students who consider themselves part of the "New Left."

There are of course many other areas besides history which need to be covered. Various contemporary movements have much to teach us about

sexism, racism, repression, etc. Major ideological concepts such as socialism, communism, anarchism and libertarian capitalism need to be explored, as do new religious courses.

There are of course many other important subject areas which the free university can cover. One important component often overlooked is health, including everything from birth control to physical education. Courses can be given on women and their bodies, food and nutrition, preventive medicine, first aid, drug use and abuse, jogging for health, yoga and more. Also there are legal courses, from how to defend yourself in court to setting up tax exempt corporations. These and other courses can greatly increase the ability of your constituencies to control their own lives. At the back of this book is a resource directory listing organizations which can provide resources for these and other kinds of courses.

CREDIT

One of the most difficult questions to answer for a campus-based free university is whether or not to establish "credit" courses. Many free universities choose not to deal with credit, as they see it intricately tied in with requirements, grades and credentials. Others feel differently and choose to offer credit for a variety of reasons. When considering the question of credit, you should keep in mind that a student who has made the decision to be enrolled in a traditional university is usually playing the credentials game. The goal in a traditional university is, more often than not, to earn a certain degree and the means to that degree is usually academic credit. Under a tenuous analogy, a student at a university uses credit in the same way a consumer in a market uses money. Credit is used to buy certain things that you set out to get. Under the analogy, a student "spends" credit just as a consumer does, and earns it as a worker does.

The difference between a free university course and a traditional university course is often a matter of working conditions. In a traditional course, the workers (students) are often alienated and not in control of their own lives. The same is true in a typical factory which is owned by a corporation (the board of regents) and run by a foreman (the administration). A free university is more like a workers' state or a factory owned by the students. The working conditions in a free university are better because the class is run by those who are in it. But good working conditions don't necessarily mean there is no need for pay.

As long as students are enrolled in a university and playing the credit game, they should have the right to earn that credit for all their academic work, including that which takes place within the free university. Academic credit, like money in the real world, is the means of exchange within the university. Just as workers should be paid regardless of whether they are working on alienating jobs or interesting ones, students should be given credit whether they are attending boring, required lectures or are participating in self-directed educational experiences.

This is especially true with third-world or working class students who are at the university as a means of survival and, because of financial pressures, don't have the time to "waste" in activities which are not directly related to school or earning a living. These people should have the same access to free university education as their more affluent fellow students who have the leisure time to participate in "extra curricular" activities. For working students, time must be budgeted very carefully and they should be able to budget the free university into their schedule rather than on top of it. There is also the question of the "status" of a free university course. If the university recognizes the importance of a free university and if people accept what is going on at the free university as important, why should a free university class take on a second rate status as a noncredit course or extra-curricular activity?

Perhaps the most important reason for giving academic credit for free university courses is that the student will be able to give the courses the attention they need. When a free university course is "competing" for the student's time with three or four accredited courses, it is only natural for the student to give the free university course less attention when pressures from the other courses begin to mount. With credit for the free university course, the student is freed from the pressure of at least one regular class and is able to spend more time and energy on the free university. Often there is the residual benefit of giving students more time to develop things that they want and need to do. By taking two or more free university courses and getting credit for them, it is often possible for a student to approach the educational experience in a more holistic manner. If, for instance, a student is enrolled in two free university courses in social change it might be possible for the student to combine the reading, thinking and writing of the two courses and develop a more concrete and complete understanding of the social change dynamic.

Much of what appears here seems to be contrary to the spirit of the free university movement, which often stands for the abolition of credit and credentials. On the other hand, one does not expect the many individuals who believe in the abolition of money to give up money while living in an economy geared to it. Setting up a free university without credit is like setting up a factory without money. It's fine if you have another way to serve the needs. But as long as you accept the notion of a university with credit, it makes no sense to deny your students credit in the one section of education

which might be truly relevant—the free university

The next section of this manual deals with the mechanics or organizing courses for credit. While there are many ways to obtain credit, there are situations where it will be absolutely impossible. There are still some campuses which offer no options for student-initiated learning and most college administrations reserve the right to restrict those opportunities when the people in power find a specific course to be politically or academically unsuitable. When you are faced with this situation you can explore the various loopholes described in the next chapter. If that fails, or if you prefer to take a different approach, you can organize student, faculty and community support for your program or for the specific course which is being denied credit. You can also offer the course for no credit.

Organizing support for a course is a political act. If the university is prohibiting student-initiated courses in general, then it would be in your interest to find as many students and faculty as possible who support such a program and have them pressure the campus decision makers to change the rules. If (and this is usually the situation), the decision makers have banned a specific course or instructor, then you have an issue of free speech and academic freedom (some faculty members would deny that this is an academic freedom issue, claiming that academic freedom only exists for the faculty and not the students).

When a specific course is being suppressed it is sometimes possible to increase the effectiveness of the struggle over that course by involving people who are concerned with the subject matter of that course even if they would not normally be involved in campus actions. This opens up various possibilities for coalitions and alliances and it is especially useful when the course being banned is supported by a large and/or influential organization. Examples of such situations might be the banning of a course on homosexuality in a community where there is an organized gay rights group or the banning of a course discussing a certain religious doctrine where there are various religious organizations which might want to come to the aid of the religious group (however unpopular) which is being suppressed. If it is indeed absolutely impossible to obtain credit for a course, the course can be given anyway. But

you should make it clear to all involved that the reason that the course is being offered for no credit is because the university refuses to allow it.

THE MECHANICS OF ORGANIZING COURSES FOR CREDIT

There are several ways to approach the task of arranging credit for free university courses. Almost all colleges have some kind of independent study system through which a student can receive credit from a professor for taking an independent course such as a reading course or group-study seminar. There are many reasons for the professor to give credit for participating in a free university course or a related action program. Certainly if a reading course can get academic credit as an alternative to a traditional lecture course, then a free university course or an action program should be at least as legitimate. After all, information exchange, whether through reading, lectures, watching video tapes, or any other system, is still learning. Surely some professors can be convinced that your courses or programs deserve some form of credit subsidy.

Another method is simply to get professors to enroll students in their regular courses and to give them credit for participating in the free university course instead. Unless your college is one which takes attendance at each class and sends administration spies to check on the faculty, no one needs to know what is going on. After all, academic freedom is always defined in faculty terms, and this could be seen as within a professor's academic freedom.

On many campuses there are actually direct and above-board methods for getting experimental courses approved. Most campuses have special course numbers set aside for group-study, experimental classes or independent study. These systems are often used for graduate students or special students whom professors want to encourage on their own tracks. There is no reason why these devices can't be made available to all students. At Florida State University, for instance, there are "399" course numbers, in which a professor can assign credit to a student and, unless there is objection from the professor's chairman or the student's adviser, the course will go through and will count toward graduation. If you don't know about these numbers on your campus,

ask the deans, department heads, or friendly faculty. If none of them give you a straight answer, go to the person who is always the most reliable and friendly source of information—the department secretary. She or he—almost always a she, just as the department head is almost always a he—can usually tell you everything you need to know about the rules. Even though she had nothing to do with writing them, she probably typed them up.

You should, of course, find out if there is actually a procedure for obtaining credit for alternative courses. Many campuses have interdepartmental or non-departmental course numbers specifically experimental courses. Sometimes there is a special faculty board which has to approve these courses. You should go to them, because they're probably bored stiff from not having been approached with anything interesting in years. It was a similar board at Berkeley which approved the "Eldridge Cleaver" course which eventually became a political issue in California. Although after the repression they never approved a course like that again, the members of the board functioned well for a while and went on for a couple of years before backing down to the state board of regents and the governor. See if you can meet the chairperson of that board, if one exists, and talk about what you have in mind. If there isn't such a board or an experimental course number, maybe your first task would be to get one created.

The easiest course to get academic credit for is one which has a regular faculty member for an instructor. In most universities, even those which have not made special arrangements for experimental courses, there are ways for regular faculty to teach one-shot courses if there is sufficient student demand. If you can let them know far enough in advance, they might even give the faculty member released time to do the course. Since the faculty members you will approach are probably going to be among the most radical in their departments, it is important for you to give them as much help as you can in getting the department to credit the course. Write letters, contact the student advisory council to the department, the graduate students association, and other faculty or majors you know. Get them to put the pressure on the department to offer the course. If the dean or some bureaucratic body must also approve the course, then give them the same treatment.

The second easiest way to get academic credit for courses is by using

graduate students as instructors. If the department thinks the syllabus, and the course idea is all right, then it will usually allow graduate students to teach it. A regular department faculty member may be required to sign for the graduate students, and usually someone will do this, unless the political pressure is too great. More generally, the key to getting credit for courses is knowing departmental politics, departmental heads, student councils, and honor societies. When you submit a course you should be able to apply pressure in the direction where it is most needed.

Many universities are still very much concerned about credentials, and will refuse to allow a person who is not a member of the faculty or a graduate student to teach a course for credit. This is a battle which needs to be fought.

Because of the diversity of free university courses, often there are no faculty members or graduate students capable of teaching some of your classes. You shouldn't give up here but you should try to arrange the course for credit anyway. Even many academicians are beginning to realize that traditional university credentials are not the only measures of teaching ability, that experience may also be significant. If, for instance, you are offering a course on community organizing, it would be more appropriate to have a welfare organizer teach the course than a sociology professor. On some campuses it is possible to do this directly, but at most universities, the rule is that a faculty member must take responsibility for all credit courses. Many free universities have a sympathetic professor agree to "sponsor" the course and turn the proxy over to the community person or other designated instructor. When it comes time to submit grade sheets, the faculty member must sign them and take responsibility, but in reality it is the instructor who is providing the information. This procedure does not differ substantially from the relationship between a professor and a teaching assistant. In most large universities, professors never even see many of the students whom they sign credit slips for.

The important thing to remember is that crediting courses in a university is a political process. There is a definite hierarchy involved and there are various pressure points which can be exploited by the skillful course organizer. Knowing how to apply this pressure is one of the most important skills that a free university staff member can develop. Every university's bureaucracy

is different and you will have to research the rules and the procedures to find a way on your campus.

PUBLICITY

Free universities, like any other projects, are only effective when they are able to reach the people they seek to serve. To reach people, it is necessary to mount a publicity campaign.

The first task in setting up a publicity campaign is to define the constituency you wish to reach. In commercial terms this is called "market research," but we will call it defining your community. If your desire is to reach only university students then there are a few obvious places to start, such as the campus newspaper, bulletin boards and registration li If, on the other hand, you are trying to reach the local community, you e to define precisely what people in the community you wish to reach and where you go to find them. In this section we will deal first with general publicity ideas which apply to either campus or community-based free universities. We will then talk about special problems in reaching the campus and the special techniques of reaching the noncampus community.

Any free university, on or off campus, must have some kind of bulletin or catalog which describes its program, lists its courses and gives information such as where to sign up for courses and where courses meet. This bulletin can be your most valuable tool, because it is the one way in which you can reach your community directly. Any other publicity from newspapers and radio stations will usually be indirect, but the bulletin is your publication and it is your first chance to make an impression on your potential participant.

Normally, a free university catalog will start off with an introduction which explains the philosophy and purpose of the program. Then it will go on to explain how the courses are organized, what courses are offered, who's leading the courses, and when and where they meet. In addition, there will be information about how and where to sign up for courses, and what fees, if any, need to be paid. The catalog will also contain additional information about the free university, including some data about the projects which spin off from the free university (see Spin-Off Projects section, page 39). Of

course, the catalog will give the address and phone number of the free university.

There are many ways to go about printing a free university catalog, from bulletins run off on ditto machines to catalogs printed with several colors on slick paper. Appearance is very important and it isn't necessarily expensive to do a good, attractive job when designing and printing your catalog. Even if you are limited to a mimeograph machine and a typewriter, you can have electronic stencils made which can "photograph" a drawn image and transfer it onto a mimeograph stencil. You can mimeograph in several colors of ink and you can use 8½ x 14-inch paper folded in half to make a little booklet for your catalog. By using an IBM Selectric typewriter, you can have your choice of several type styles and by using press type (ask at any graphics store) you can set professional, quality headlines. Of course, if you can afford it, there are other more desirable ways to produce a catalog. Call the local newspaper companies to see what they charge to print bulletins on "newsprint" paper. It takes only a few hours to print, and you can use extra colors at only a little extra cost. You can print your catalog so it is folded down to 8½ x 11 inches and looks like *Time* magazine, you can print it so it looks like a tabloid newspaper or you can even print it as a poster so it can be hung on walls, attracting more attention.

Whatever you do, be sure to take advantage of local graphics talent when producing your catalog. The school newspaper or a local underground paper almost always has graphics experts on the staff. If you take it to a commercial printer, don't hesitate to ask for advice in layout and design. When deciding about printing, you should also consider the typesetting. It can be typed with rough right-hand margins (as those which come off a typewriter) or it can have justified flush right-hand margins. Typesetting usually costs money, but most student newspapers have access to machines that produce what is called "cold type." Ask at the newspaper and see if you could obtain access to their equipment. It can add a lot of readability to your catalog. Also, don't forget the value of good art work in your catalog. Here's a chance to publish local artists and to make the catalog good at the same time. For no extra money, you can use plenty of drawings and it usually costs only about three dollars or less every time you use a photograph. Be creative. It's a good learning experience and the best way we know of to get your best

image into the community.

The problems in distributing a free university catalog will differ slightly between campus-based and community-based programs. On campuses, it is easy to make sure that the bulletin is accessible to students by placing it in the cafeteria near registration lines, near the more central locations on campus, near the distribution points for the campus paper, or with permission, stuffed inside the campus paper. Also, on some campuses the university registrar has agreed to distribute the free university catalog along with the regular catalog. Don't forget to send a copy of the catalog to faculty advisers and department secretaries. Department secretaries can be your best allies. Catalog distribution time is a good time to get to meet the secretaries and other staff members at the university.

Distributing the catalog within the community takes more time and thought, but isn't difficult. Once you've decided what kinds of people you want to reach, the next question is to find out where they hang out or pass by. If you're interested in reaching consumers, there are the supermarkets and shopping centers. Factory workers can be reached between shifts at the factory gates, and office workers can be reached at the noon hour or in the evening in front of their buildings. There are also cafeterias and restaurants in buildings, stores and factories. If you're interested in reaching retired people or senior citizens, they, too, have places where they can be found. Try the parks, the local recreational facilities, don't forget laundromats; they are places where people often have nothing to do but wait and are good places to get people to read your catalog.

Of course there are many other ways to reach people besides your catalog. You should become as knowledgeable as possible about local media contacts. Student programs should make ample use of the campus newspaper. Get to know the newspaper staff. They can often be very helpful and they're usually willing to give you all the space you need. One note of caution when working with campus newspapers: they have a paper to run just as you have your free university to run. Don't make a nuisance of yourself and don't demand too much space or too much of their time. Unless they really aren't doing their job, they will probably be glad to publicize the free university—especially if it's an exciting program. But remember, student newspapers

usually like to feel as if they are writing the news and not simply printing a bulletin board. Come to them with information but let them probe and let them write the stories. It might not turn out exactly as you want it, but at least it will get into print. At the same time, write letters to the editor, ask to be mentioned in the bulletin board and see if the paper will run your schedule or catalog as a special supplement. It also doesn't hurt to have a friend on the newspaper staff who can write the kind of stories you want.

Don't forget the use of posters, campus radio stations, word of mouth and announcements at rallies or public meetings; some programs have even printed up bumper stickers and buttons.

Off-campus publicity is a little bit harder. For this, you really have to convince the local media that you are making news. It shouldn't be too hard, however, because innovative education usually is news. There are often reporters and editors willing to cover what you are doing, especially if they think there is something either unique or controversial about your activities. You can invite the press to your course registration. Even television newspeople sometimes like to interview students as they sign up for courses. Television loves the bizarre and freaky, and you can enter into symbiotic exploitation with them over this phenomenon.

If a controversy arises, you will need to give extra attention to publicity. Chances are that you won't have trouble getting public attention, but you may have trouble getting the kind you want, publicity helpful to your program. Again, you have to identify your media and your audience. If you're trying to convince a community that you're not a threat, you'll use a different tactic than if you're trying to make the public know you mean business when you threaten a strike against the university. As a general rule, it is good to get to know the newspeople and find out which ones are likely to be most sympathetic. Once you find some sympathetic newspeople, pamper them a bit with "scoops" and in-depth interviews. When a newsperson is assured of getting a story no one else has yet, he or she is much more likely to give it more space or time.

Again, the most important thing to remember when developing your publicity program is that the publicity channels you use are probably the only

contact most people are going to have with your program. Since you're going to make an impression no matter what you do, you might as well make a good one.

FUNDING

Finding the money necessary to carry out an experimental education program is always difficult. But don't get hung up on it. As important as money might be, it's not the crucial thing. The fact is that if you have the energy, you've got a good start.

If you are a university-affiliated program, you can run your free university on little or no money by appropriating necessary supplies from departments, student government and administrative offices, and by using university facilities for your classes, the student newspaper for your publicity, and volunteer instructors for your program. If yours is a community-based program without access to university resources, then church groups, community service agencies and charitable organizations can provide you with the supplies you need, and give you leads to space facilities. Actually, non-institutional settings are the best environments for free university discussion courses. So even if you do have easy access to university facilities, you might do well to schedule as many classes as possible into people's homes and other more human settings. Union halls, churches, and parks are worth checking into for space as well as for other resources. The community papers, both underground and straight, will usually provide free advertising, especially when you are just starting out. You will be surprised at what can happen with a lot of energy and relatively little money.

Still, money does make things easier and often does help to provide a better and more complete program, so there's no harm in trying to raise it. The most common source of funds for university-affiliated programs is student governments. Although they traditionally are not much more progressive than the university administrations, student governments have actually come a long way during the last few years. They are themselves becoming actively involved in a number of struggles as well as funding many good projects (when the university administration lets them keep and spend their own money).

Before you go to the student government for money, find out as much as you can about it. Who's in office? What are the various factions in the student senate? Who really has influence and power within the student government? What are their interests and how can you reach them? Also, find out the financial state of the student government's present budget and what its money is being spent on. Is there any money that hasn't been allocated yet? It is a particularly good idea to find a student senator who will be sympathetic to your project, and who has a reputation for being able to get funds for progressive groups. On some large campuses, the free university or experimental course program has gotten as much as $15,000 a year. On most campuses it is a lesser amount. In any case, there is usually some money to be found. If you do get money from the student government, try to see that a separate board is created to control and line-item all of the money. It can be dangerous if the purse strings for the free university are in the hands of the student senate. The senate which passed your budget might also want to control it very tightly, or student politicians might want to use the free university as their own political tool. If so, it will severely hamper your operation and cause many headaches. Of course, if the student government is allocating the money, it has a right to look at your books, and go over your budget.

But, if at all possible, try to set up some kind of collective board which actually makes up the budget and administers the project once it is funded.

If you are not university-affiliated, or if you are and the above seems like too much of a hassle or not feasible on your campus, a good source of funding is a small registration fee for people taking your classes. Most free universities have found it better to have one fee regardless of the number of classes taken. That way, a participant merely makes a small contribution and becomes part of your program entitled to all the program has to offer. Of course, you should be reasonable about the fee. If people absolutely can't pay it, they shouldn't have to. On the other hand, most people can find money for entertainment and recreation, and can also afford to support your project, which is making their lives better. Also, don't overlook fund-raising events such as dances, concerts and special lectures. These events are often fun to organize and, if done properly, can generate money quickly. Before you attempt a fund-raiser, talk to people in the community who have already done it. If done improperly, it can be a financial disaster.

It is sometimes possible to sell the schedule of classes, or to have a newsletter to which people subscribe, but these kinds of donations usually barely cover publishing, and are only feasible for established programs. If there are coffee houses, or community-oriented small businesses, they might be persuaded to donate to your project. This is especially true if they believe your program might increase their business, as it might well for shops selling crafts, materials, or books. If your community has cooperative businesses it is good to patronize them, and to have them help you get started.

Many new free universities have attempted to raise funds from government agencies or foundations. This is extremely difficult and often fruitless. If you are going to look to foundations for money, try the local and regional ones first. The large national foundations have all they can do to open their mail and they aren't likely to fund a local project unless they have heard about it in advance. Good proposals are important in fund-raising but the first thing you need to do when approaching funding agencies is to get yourself known. Funding agencies aren't usually lacking for people to fund, so no matter how good your proposal may be, there is no substitute for "knowing the right person." It's always best to visit any foundation and find out if it is likely to fund you before you start writing the proposal. Then write the proposal and visit the foundation shortly after it has been received. This is usually difficult, since most foundations are located in New York or other major urban centers and are hard to reach from most places in the country. Frankly, it's probably not worth the effort of trying to reach them, because, unless they've heard of you or you know someone in the foundation, it is very unlikely they will fund you—regardless of whether you show up in person. The main exception is those programs which are very innovative and new, and which haven't been tried elsewhere before. Foundations are into power games and their favorite activity is to fund something new and chic. If you're serious about foundation funding, talk with faculty members or administrators in your community who have raised funds. Perhaps they'll know some contacts. The major foundations are all divided into various divisions such as higher education and youth affairs. In addition to knowing who to send it to, you have to know the right department.

If you are serious about applying for foundation funding then some research in the library might also prove helpful. Two useful books (described in

the resource directory) are *The Foundation Directory* and the *Annual Register of Grant Support*. You'll probably find that there are scores of regional foundations that you've never heard of.

Before approaching a foundation make sure that you have a "tax shelter" or a conduit. Private foundations exist to create tax write-offs for corporations or wealthy donors who need places to "donate" their money so as to avoid paying high corporate or personal income tax. The Internal Revenue Service requires that all tax-exempt foundations give their money to non-profit organizations which are also tax-exempt. It is possible to be a non-profit organization which is not tax-exempt. If your organization is tax-exempt you'll know it. It's a specific procedure which ends in being awarded a 501 (C) (3) tax status from the IRS. If you don't have the exemption you can still receive funding through another institution, but your project has to become an adjunct of the exempt institution. Universities always have a tax-exemption but by funneling your grant through the university you are technically making the president of the university the officer in charge of your program. You should check with the office on campus which handles grants (for some reason it is often a division of the graduate school). Find out if they take an "overhead." Some institutions rip-off as much as 26 per cent of the total grant for what they call "administrative overhead," but 8 to 10 per cent is probably closer to their actual administrative costs. Generally, the organization which is the official recipient of the grant (that is, the tax-exempt institution) is legally responsible for the grant. Some churches and some schools (as well as other non-profit organizations) will act as a "conduit" for money without really imposing their legal right to control the money. That's the best arrangement if you're leary about people messing over your project. On the other hand, you should be aware that there is a great deal of work involved in administering a funded project. Payroll and corporate taxes have to be paid (or accounted for) and there is generally a lot of paper work. If you're part of a university, the university bureaucracy usually handles the paper work (if paid the "overhead" fee). The whole issue of foundation funding can appear to be terribly complex, but it needn't be. If you have questions, go to a faculty member or administrator who has done this before. If they're not on an ego-trip and are willing to be patient with you, it is possible for them to explain the situation in light of your own particular problem. If the person you go to for advice makes it sound too complicated, go to

someone else. It needn't be that confusing.

Getting your hands on public money is a slightly different game than foundation funding. The public funding situation is always changing and it is impossible, here, to give an indication as to the best place to go. Until recently, federal money was relatively easy to come by. However, now that there may be "revenue sharing" as well as a general cutback in Health, Education and Welfare funding, getting your hands on public money is a slightly different game. To begin with, most federal and local granting agencies do not require that you have a tax-exempt organization since the money they are giving away is public money rather than corporate profits. While there are scores of federal programs from which you might possibly get financial assistance, it is difficult to discuss them here because the funding situation is constantly in flux. Two sources of federal money to consider are the National Endowment for the Humanities Youthgrant Program (See: Resource Directory under Funding, page 177)and the U.S. Office of Education. Many previously funded federal programs have been cut back or the money has been transfered to the state or county level through "revenue sharing." You should check with county, university and state officials regarding the present availability of state and local money as well as the guidelines. Often you can get a direct grant from a local agency, but federal funding agencies prefer to award their grants through universities or other well established institutions. When looking for public money it is a good idea (as with foundation support) to check the *Annual Register of Grants* for the names and addresses of most federal funding agencies as well as some state and local agencies. Also, don't overlook your Congressional Representative's office as a local resource. Regardless of any political differences you may have with him or her, congressional offices are financed with taxpayers' (your) money and they are supposed to serve the entire community. Often the local congressional staff members are anxious to help if for no other reasons than the fact that it may bring money into the district or they may think you'll support them in the next election. Don't let that worry you.

One mistake that many students and young people make when applying for funds is trying to sound too conservative or "grown-up." The people in foundations and government agencies aren't as blind as we sometimes might think. If they are going to fund a student project, they don't expect it to be

conservative and status-quo oriented unless that is specifically what they are looking for, in which case they'll hand-pick their own project. Don't wear your Mao button into their offices, but be direct about the fact that you are challenging the status quo of the educational system but are doing it in a "constructive way." They love to think that they're keeping potentially radical young people fat and happy (be careful—they're sometimes successful at this). Besides, if the foundation or government agency is interested in maintaining the status-quo, they know that there are plenty of professional organizations which are quite willing to take their money to do just that.

The key to financial success is to try to find a way not to need very much money. Energy and enthusiasm are worth much more than money. You may as well accept that right now, if your goal is to change society. There is no way that you're ever going to have as much money as those who wish to maintain the status-quo or those who wish to create pseudo-innovative programs which fail to challenge anything. And since your real weapons are your energy and effectiveness, that, and not large funding grants, is what you must cultivate first.

BUREAUCRACY

Once your free university has been established, you have to deal with the problem of becoming overly institutionalized and administered to death—externally and internally. This is an especially serious problem for programs which are affiliated or accredited with a regular or parent institution. On a campus where everyone, including the faculty and administration, is concerned with educational reform, the free university can become a chic radical program and the institution's concern for its welfare can become one of your biggest headaches. This happens primarily in situations where the free university becomes politically controversial and thus poses a threat to the administration. If the controversy is being generated by a conservative force on the faculty, in the community, the legislature or the state governing board, the administration will be faced with the problem of placating the people to whom they are financially beholden while at the same time having to defend you in the name of "academic freedom." Suddenly, with the university bureaucracy as your new found ally, you find yourselves not being able to tell your friends from your enemies.

It is such outside attacks which give the university administration and faculty "heavies" the ammunition they need to attempt to control your program. By coming to your defense, they hope they can "prove their support." At the same time, however, they can stifle your program for "its own good." This type of control is often more insidious than the outside threats and overt attacks. The administrators may ask you to "give a little" to save your program and may argue that one course or the retention of a certain faculty member is not nearly as important as saving your entire program. Essentially they are asking your program—a new and thus far uncorrupted one—to be like the parent university and sacrifice some basic values for political expediency. If the university administrators really believe in what you are doing, they will defend your program as is and will not insist on controlling it or placing restrictions on it. If, instead, all they want is "student participation" in an experimental college, tell them to organize their own college and find their own token students.

It is the nature of institutions, and universities are no exception, to control everything within them. If the university is bound to keep tabs on the free university then it will use any tactic available and the most common is the myth of "outside interference." The true defense from outside interference is student and public support and not backroom politics.

Another serious problem for free universities is student opportunists. While a group of dedicated and serious students are usually the initial organizers of a free university, the program, once it is successful, will soon attract students who are looking for a paid position, prestige or a stepping-stone to graduate school, student government office or administrative appointment. You are, of course, interested in running an open program and want to include as many students as possible in the staffing of the free university. Nevertheless, beware of the upwardly mobile student and be sure that all staff members participate in consciousness-raising discussions so that when a crisis does occur, the group can act as a unit and not as a bunch of people saving their own positions. There is no way to prevent the opportunist from working with you, but if your staff is run collectively and is engaged in serious philosophical, educational and strategical dialog, he or she may well drop out or better yet, change his or her ways.

The problem of opportunists becomes acute only when a crisis erupts, when you need unified, clearly committed staff who will not be tempted to "sell out" or compromise your project. Remember, your commitment is to your community and not to those who control the university or hand out the awards for good behavior. Serious pressure can be brought to bear on the decision-makers within a free university to compromise, and it is important that the decision-makers be strong enough to resist it. We aren't saying that you should be rigid and unyielding. But we are saying that you have to keep the interests of your program, the students and your community in mind. You must maintain your values in the face of threats and attempts at cooptation.

When staffing and running the free university, it is also important to avoid professional innovators. Educational alternatives and innovation are becoming a big business and, as a result, there are many people claiming to be experts or professionals in this new field. There are many well-paid

consultants who are merely old-time administrators with long hair and a new game. These people try to make academic change look more technical than it really is so they can develop and preserve their new jobs. Many experimental programs which are funded by conventional universities and initiated by college administrators retain their basic allegiance to academic elitism and professionalized role by hiring these professional innovators as consultants, administrators or faculty.

The University of Alabama, for instance, has created a "new college" dedicated to innovation of teaching. However, the attribute most stressed in its descriptive brochure is the fact that the founding dean is a Harvard graduate and an "expert" on innovative education. The dean is a well-meaning man, but the centrality of his role and the university's reliance on his credentials immediately places him above the rest of the college and sacrifices one of the most precious features of a free learning environment. Again, this is not to deny that it is important for all programs to have good coordinators. But, it makes no sense to stress the person above the program itself.

The answer to both the problem of external control and the problem of internal bureaucracy is strong dynamic leadership and a collective and cooperative spirit among the staff. At first it might be necessary for one or two people to take "director" roles, but if they do their job right, then soon it will be possible for many of their responsibilities to be transferred to other people so that the program will have a strong core of leaders and can be maintained regardless of any individual. This is perhaps the hardest of all tasks–transferring leadership skills. It will require more thought and work than almost any other problem.

SPIN-OFF PROJECTS

A free university can be a valuable organizing tool, and one of the most important fringe benefits of the free university is the projects which it spins off. Through the free university, resources and people can be tied together and social action projects initiated.

There are several ways in which a free university can be used to spin off projects. One of the best ways to initiate a new project is to organize a class around a subject and allow the students to generate an action program from that subject as a class project. Classes which develop understandings or skills in a given area can become cooperative work groups and, rather than keep their discussions purely abstract or academic, the class can be encouraged to implement their ideas. Once a class has transformed itself into an action group, and the people in the course have become the nucleus for action, they can easily develop their new project by using the facilities and office space of the free university until they gain the organizational skills and financial resources to become independent.

The free university staff can take an active role in encouraging classes to develop action projects, even suggesting certain projects and helping plug the members of the course into resources such as office space, money, publicity, and other people. The free university should be careful, however, not to annex each project it generates as a sub-division of the free university. By annexing a project, the free university becomes responsible for it and may be tempted to control it. Such control can be both stifling to the fledgling project and an unnecessary source of worry for the free university staff. If it's a campus project, encourage the people to register as a campus organization. If it's a serious long-term community project, have them incorporate separately as a non-profit corporation (in most states this costs about $10-$15).

There are times when it might be good for the free university to annex the project, but make sure it is a project the free university is willing to make a commitment to. Often, a group decides on a project, and individuals then

back down on their commitment. What is left sometimes is the name of the project and no one to administer it. Since the free university is stable, the burden of running the project will fall with the free university staff if all the other people have left. Don't let that happen unexpectedly, but if it is a project to which you are willing to commit yourself, then perhaps it should be a sub-division of the free university. An example of this is the Red Pages Project of the Washington Area Free University. A group of people decided to put out a community directory of organizations, resources and people. The free university staff, itself, felt this was a good idea and became involved in the project. In this case the Red Pages was a publication of the free university and it was a good fund-raiser and publicity tool for the free university.

Whether it's a spin-off or a sub-project, a community resource directory is a natural project for a free university. It can contain a section with phone numbers and addresses of counter-culture businesses and cooperatives which serve the community, as well as listings of free clinics, free schools, emergency services, movement publications and welfare agencies. The booklet could also feature a list of people with specific skills who have completed free university courses or who have taught in the free university. Such a list would enable members of the community to call on their fellow citizens for such services as auto-repair, babysitting and music lessons, and enable people to patronize and exchange services with community-oriented groups and individuals, rather than high-priced profit-motivated businesses. Another aspect of this directory could be a work credit exchange program in which people bartered their time and services in exchange for other services or goods. This also works well in communities which have nearby farms. Farmers or farming communes can exchange their food for part-time help, equipment repair, and possibly even small amounts of money.

The directory will take a lot of work and people power but that will be the function of the free university class which sets it up. It will, of course, cost money to print, but that doesn't need to be a problem. Such a directory is a natural place for community or campus-oriented businesses to advertise. If you work at it, you probably can pay your printing bill by selling low-cost ads to nearby businesses. You could then sell the directory at a nominal charge to cover your other expenses. Several examples of such directories or

"People's Yellow Pages" are included in the Resource Directory at the back of this book.

Another way of reaching people in the community is through workshops and symposia on issues and community problems. Appropriate topics range from the local elections, urban renewal, welfare or even the relationship of the community to national issues such as the war or inflation. Speakers and films can be brought in and the program can be advertised in community newspapers, on the radio and through bulletin boards at shopping centers. You will be surprised to find out how many people are interested in some of the same topics as the free university staff and how quickly you gain support and make friends when you show your free university's interest in bettering its community. This type of project can be initiated either by the free university or through groups organized around the issues being discussed.

If your community is like most, there are many primary and secondary school students in need of tutorial assistance. One way to provide practical experience for your own students while serving the community at the same time is to provide a tutorial center for local children. You can arrange academic credit for the free university students to do the tutoring and often you will be able to go directly into the public schools with your program. But tutoring has many facets to it and is not limited to college students working in the public schools. If your community has a free school, you may place your students there as teachers or teaching assistants. The same can be true of schools for retarded children or any other place where people are in need of the skills that university students have to offer.

Of course children are everywhere. And wherever there are children there are haggard parents trying to find a place to put them for a while. A day care center is probably one of the most important services that your program can provide. It's not complicated or expensive to run such a program, but you may have some difficulty finding funding. At one time it was possible to get federal funds for such a center, but at the time of this writing, federal day care funds have been severely cut back. You might look into local or county funds or you might try to get the student government of the university to fund such a program. In reality, the university should provide a day care center for its students' and employees' children, so you might want to make

it your business to pressure the university into funding such a program as one of the benefits they owe their employees. Before you do this, however, be sure to check with the various campus unions and women's groups to make sure that they are in support of such a demand.

One thing good about day care centers is that they provide a good opportunity for you to put your educational philosophy into action. That is, between diaper changes.

One word of caution. Before you engage in any activity which involves working with other community agencies such as free schools, tutorial programs, etc., be sure that you have worked out the arrangements well in advance with the people running those programs. Find out the kinds of student input they are looking for and find out what type of orientation they expect for your students. It can be, and often is, disastrous to send a student into a project without first dealing with the student's intellectual and class chauvinism. Many a local agency has had to waste scarce staff time dealing with an obnoxious student "volunteer." It can be a mistake to give a student credit for his efforts in an agency and then find out that the situation isn't working out. The student is under pressure because of the credit and isn't in a good position to quit, even though it might be the most appropriate thing to do.

If you live in a community where people pay rent, eat, drive, pay taxes and all the other things which most people do, then you should seriously consider running a consumer education program. These programs can be very valuable to the community and the students can deal with various aspects of consumption, including education. The best way to begin such a program is through a research center which finds out who owns what in the community and who's being exploited by whom. You can employ students' research skills. Doing a good job can convince even the more conservative elements of the community that students can be thorough in their research. It's not too likely that you'll make friends with the phone company or the local GM dealer, but most families will appreciate the fact that someone is providing them with the information they need to make a better life. A group of students at the University of Oregon prepared a guide to food shopping in their community. They showed how it was possible to get quality food at prices lower than those offered by the chain stores.

There are of course myriad projects which a free university can spin off. Any course program can easily grow into an entire institute around its subject, whether it be a women's course generating a Women's Studies Program or a black history course propagating a Third World College. The point is that by getting people started on projects, you open up a Pandora's box of little demons. In this case, however, they are good demons for the object of their mischief is getting rid of exploitation in its various forms.

THE ROLE OF THE FREE UNIVERSITY IN EDUCATIONAL REFORM

As we stated earlier, the argument between alternatives and reform projects is deceptive. In fact, there is evidence that a good alternative project will have a direct, positive, reforming effect on a conventional university.

This can happen in several ways. First, there is imitation. A free university is in a position to try things which a conventional university is not. If a free university course is demonstrably successful, pressure can be applied to incorporate that course into the regular curriculum of the institution.

The free university also serves the function of showing students and faculty that there is another way to approach education. When people are locked into a system all their lives, they tend to accept it without question. Once someone has stepped outside the traditional ways of teaching/learning and experiences a different model, he or she often is unable to go back to using only the conventional model.

In the section on spin-off projects, we talked about various things that a free university can do to change the non-academic community. Much said there applies as well to the academic community. What better place is there from which to educate the campus community about education reform? A free university can be a critic, but it's the best kind of critic—one which also sets an example.

In addition to being a model for the university to imitate and a base for campus organizing, the free university can also build educational change courses directly into its curriculum. There is a great deal that can be read and said about changing education and there is no better place to do it than in a free university course.

Clearly, the free university is not an end in itself, but only a beginning.

The road to education and social change is a long journey. Even before you take the first step you have to know where you're going. The free university is a chance to figure that out and set your course of action. As an educational experience, it's a good place to learn the terrain and prepare yourself for the battle. As an organizing base, it's a good place to gather troops and make plans, and, as a community or campus resource center, it's a good place from which to launch the assault.

The end is not in sight, but the first step is within reach.

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CASE STUDIES

Center for Participant Education at Florida State University
was written by Rick Johnson

University for Man at Kansas State University
was written by Dennis Lofgren and Sue Maes,
with help from David Hursh

CENTER FOR PARTICIPANT EDUCATION

AT FLORIDA STATE UNIVERSITY

Occasionally a bureaucratic monolith can be induced to use its resources to undermine itself. Usually these opportunities are passed over by radicals insecure enough about their own integrity to be plagued with an obsessive concern about co-option. Others have taken advantage of these bureaucratic aberrations and constructed on-going and viable counter-institutions. For the most part, Florida State's Center for Participant Education is an example of this phenomenon.

FSU is a state supported institution of about 18,000 students, located in Florida's capital, Tallahassee. Traditionally, FSU has been characterized by the timidity of its faculty and administration in the face of the repressive political control by conservative state legislators and the corporate executives who dominate the Board of Regents. In recent years, more subtle forms of social control have been introduced, although instances of naked political intervention are more frequent and overt than at most other universities.

Despite—perhaps because of—this atmosphere, the 1970 student government elections were won by a leftist coalition. Educational reform had been a priority in our platform and the Center for Participant Education (CPE) represents the implementation of that promise.

In co-operation with Larry Magid of the Center for Educational Reform, members of the victorious coalition began to delineate specific goals for the project.

Philosophy, Purpose and Scope

We began with a conception of the university as a mammoth factory, financed by the public, but oriented toward the production of trained

personnel for the corporations, the civil service, and the military. Accordingly, CPE was designed to erode such traditional features as the content of the curriculum, the compartmentalization of disciplines, the process for selecting students, the method of instruction, and the implicit purposes of education.

Notwithstanding the pompous, flatulent rhetoric of its administrators, FSU is a white-collar trade school. Matters which are extraneous or inimical to occupations in the corporate state are substantially neglected by the curriculum. Thus course content is devoid of any serious treatment of institutional racism, male supremacy, exploitation of the Third World, psychotropic drugs, corporate eco-cide, homosexuality, arts and crafts, practical manual skills, and the occult. Insofar as such topics are included at all, they tend to be labelled "deviant behavior"—the province of psychopaths, nihilists, and perverts. The fact that these are matters of pressing importance to many students is not substantial enough to outweigh the consideration that they are not vocationally functional.

The implicit purpose of university education is not the disinterested pursuit of truth. The acquisition of knowledge is not the important thing—the evaluation system has taken care of that by emphasizing grades over learning. Learning the course material is not the easiest way to get a good grade.

The experience of a college student is instead that of an apprentice bureaucrat, and is designed to instill certain personality traits such as inability to transcend the given and respect for hierarchy, authority, and specialization. In the process, awareness is dulled, spontaneity inhibited, and creativity thwarted.

The conditions of study in the knowledge factory reflect the conditions of work in the corporate state. The assembly line and speed-up are represented by large lecture classes and the accelerated pace of the new quarter system. The industrial division has its diploma-mill equivalent in academic specialization and the artificial fragmentation of knowledge.

These arbitrary divisions have spawned an administrative phenomenon known as "boundary maintenance" which means defending one's academic

turf. For example, an FSU political science professor ventured to suggest a course in "The Epistemology of Political Thought." The dean vetoed it because the chairman of the philosophy department objected that epistemology was the exclusive province of philosophers.

University departments operate on the assumption that the only person capable of imparting knowledge in a formal setting is a titled professor who has memorized the esoteric jargon of some narrow specialty. This mystification serves two functions: first, that of restricting access to the profession to those who meet the approval of people already established in it, and second, that of protecting professional salaries and status by introducing a contrived scarcity of "qualified" instructors in the first place. Only those who have Ph.D.'s may confer them on others. And the only ones eligible are those who are submissive or desperate enough to endure the degrading ordeal of graduate school—those who will not challenge the sacred dogmas of the discipline.

The conception of education as mass production has come into its own in the modern university. Hundreds of students are herded into massive lecture classes where they sit as passive receptacles, ingesting cue "units" of information to be disgorged at another signal at the end of the term. Like any other commodity, they will be tested and sorted at various stages of the process and supplied with price tags at the end. Wholesale items (civil service, clerical, and military employees) will be sold at uniform prices, while retail articles (professionals, executives, etc.) will be more haphazardly priced. As in *Brave New World,* those who come to understand and rebel against the system are either exiled or incorporated into the ruling clique.

The CPE people were not fatuous or naive enough to think they could administer any mortal blows to the system. Rather, the program was designed to provide a bit of breathing space wherein it might be possible to conceptualize a different system of education and to devise strategies and tactics for creating it. Thus the CPE proposed to be an agency for the analysis and articulation of the frustrating and dehumanizing role of the university and a vehicle for educational experimentation.

A number of new courses (mostly non-credit) were organized imme-

diately, affording an opportunity for the sustained and systematic study of topics excluded from the regular curriculum. From CPE's very inception, in the spring of 1970, it acted as a magnet for those interested in learning radical politics, mysticism and the occult, arts and crafts, practical skills, and interpersonal growth.

Many of these offerings, including a couple of accredited courses, displayed a healthy disregard for academic specialization. They were not merely inter-disciplinary, but anti-disciplinary in the sense that they affirmed the essential unity and interdependence of human knowledge against the destructive efforts of the fragmentizers and compartmentalizers.

Mindful of the importance of the "how" as well as the "what," CPE attempted to encourage non-authoritarian methods of learning as well as forbidden subject matter. The mystique of the Ph.D. is a major impediment to the development of self-motivated, independent learning. At an early age, most people are taught to feel inadequate to undertake the understanding of a subject without the guiding hand of an "expert." This is a very profitable myth for "experts" to propagate. But given a little free time and an absorbing and relevant subject, it is nothing short of astounding to behold how competent a beginner can become in a short time through self-directed study or in co-operation with other beginners. In fact, the absence of a formally recognized teacher often facilitates this process insofar as it undercuts the potential for dependency and passivity. This process, in which teacher-student roles are alternating rather than fixed, is not only an ideal model of education, but also a microcosm of how a new society could function. Always there will be people who have accumulated more knowledge in certain areas than other people have, and these specialists can serve as useful resources, provided that no special privilege or authority is allowed to accrue to superior knowledge.

Community people as well as students are encouraged to participate in CPE courses and to teach them. Frequently, this kind of interaction is an education in itself. Students are generally contemptuous of manual work and those who perform it; and workers resent being looked down upon by people who can't even change their own flat tires. The promotion of skill exchange between these alien cultures tends to undermine the pernicious force of both community anti-intellectualism and university elitism. Moreover, workers and

other community people can be provided with access to facilities and materials which would otherwise be beyond their means.

Another function of CPE was to provide a forum and materials for the exponents of unpopular and suppressed ideas. A state university will generally not allow in its curriculum any sympathetic examination of radical politics, homosexuality, or drug use. Even if there are professors who are inclined toward such courses, the politicians will not tolerate it, at least not in Florida. In fact, members of organizations such as SDS, YSA, Gay Liberation Front, and others are still subject to arrest and academic suspension even for meeting on a Florida campus.

During CPE's first year of existence many of these illegal ideas were allowed to be expressed on campus by persons who initiated non-credit discussion and study groups under the auspices of CPE. Topics were not subject to administrative review, and facilities were made available for the dissemination of ideas and skills by anyone who could find a willing audience. However, this idyllic arrangement was not to last after it came to the attention of an assortment of witch-hunting politicians and ambitious bureaucrats. But more on that later.

Models: Autonomous or Parasitic?

In common parlance, free universities are described as either "autonomous" or "parasitic," the difference being that the autonomous ones subsist entirely on resources generated by themselves while parasitic ones are affiliated with and partially or wholly funded by an establishment institution. Most likely these terms were coined by persons associated with "autonomous" free universities. It is established universities which are the real parasites, extorting the resources of the populace through taxation and using them in ways counter to the interests of the majority. In this light, a university-affiliated free university is the opposite of parasitic insofar as it reappropriates some of these resources and uses them for the benefit of the people.

In reality, both models have advantages and disadvantages and the preferability of one over the other depends entirely on local conditions, which

vary widely.

Parasitic free universities enjoy financial security, adequate space and facilities, and access to a ready-made constituency. But they suffer from administrative censorship, unstable student government policies, and infiltration by opportunistic careerists who are more interested in personal advancement than in the goals of the program.

Autonomous free universities benefit from liberty of expression, dedicated and principled staffs, and minimal outside interference. On the other hand, they are constantly on the verge of bankruptcy, crowded into uncomfortable quarters in inaccessible parts of town, lacking in equipment and publicity, and forced to devote inordinate amounts of energy to survival. In many cases, these economic constraints are no less crippling than the political fetters imposed on parasitic programs.

The CPE people at Florida State were very much impressed by vital and dynamic autonomous programs such as Wisconsin Free University and Alternate University in New York. But the model of the parasitic Berkeley CPE seemed better suited to local conditions for a number of reasons.

There are very few places with the philosophical outlook of Madison, Wisconsin or Greenwich Village, and Tallahassee is not one of them. The city simply does not have a substantial or cohesive radical community, nor enough competent educationally oriented organizers to finance and maintain a separate free university. This assessment has been borne out by the failure of a multitude of such projects in comparable cities. Secondly, a center within the university can attract and accelerate the consciousness of a number of people who would be hesitant to associate with an off-campus free university. But most importantly, in a predominantly white student community, the departure of the progressive elements from campus serves only to strengthen the hand of reactionaries and traditionalists. Under these conditions (not under all conditions) such an exodus is irresponsible and escapist. Students and workers play a significant role in financing and maintaining the university through labor, taxation, and tuition payments. They are entitled to make such institutions responsive to their needs. To pick up and leave is a tacit forfeiture of that right. Thus CPE is not to be conceived as a sequestered oasis

where one may briefly escape conventional education, but rather as a beachhead from which to agitate for the liberation of the entire university.

Nuts and Bolts

CPE began as an agency of student government with the director appointed by the student body president and serving at his pleasure. It immediately became clear that this arrangement was doomed to failure. With abrasions developing between CPE and a sympathetic president, there could be no doubt that the program would become a political football under successive administrations. The resignations of two directors in as many months resulted in a student senate bill establishing CPE as an independent self-governing body.

Policy-making functions were vested in a five-member board, two of whom are appointed by the student body president, the other three by student senate. The board, in turn, is charged with selecting a director, who serves as administrator of the program and implements board policies. The board is also responsible for drawing up the annual budget and establishing guidelines within which the budget is to be administered by the director. The director and an office co-ordinator receive small salaries, fixed by the board.

CPE is funded with student activity fees, allocated by the student senate. This year's budget allocation amounts to over $14,000, which is one of the highest in the nation. Up to $15 per quarter is allotted to each instructor as reimbursement for expenses incurred in the course. The rest of the budget is spent on printing, publicity, advertising, postage, telephone, office supplies, speakers, and a wide variety of special projects.

The budget is spent by the director, but money cannot be spent outside categories specified by the student senate. CPE money brings in speakers and sponsors film video programs (for example a video "Disorientation" program for freshmen). CPE is also doing a program on faculty and student organizing and on Athletics in American Society. The 1972-73 budget is shown on the following page.

CENTER FOR PARTICIPATION EDUCATION

OPERATING BUDGET FOR 7/72-6/73

Salaries:	
Director	$76.80 Bi-weekly
Assistant Director	$58.80 Bi-weekly
Office Co-Ordinator	$51.80 Bi-weekly
Office Expenses:	
Supplies	$350.00
Telephone	$150.00
Printing, Publicity, and Advertising	$1500.00
Programs	$2000.00
Course Reimbursements	$5300.00

Funds for Travel and Equipment were eliminated from this year's budget by action of Student Senate.

Note: This entire budget was intended to cover only ten months. However, after its final approval, President Danny Pietrodangelo falsely stated that it was to cover the entire year and had his word accepted by the Administration. So the above figures represent that reduction.

Movie projectors, tape recorders, microphones, and other electronic equipment are available to CPE classes at no cost, as are classrooms, auditoria, farmland, etc.

Surprisingly enough, no significant administrative opposition developed to the founding of CPE. Speculatively, we can say that this was partly because it seemed like a harmless escape valve for dissent, partly because the innocuous aspects of the program were emphasized to the administration, and partly because a couple of administrators were really interested in educational experimentation. In fact, during its first quarter of existence, one of CPE's credit courses was taught by a person without faculty status.

During its first quarter of operation (spring 1970), CPE offered 14 courses (four for credit), with about 200 participants. The fall offerings were about the same—16 courses (five for credit) and 300 students. By winter the program had begun to accelerate as evidenced by the 33 classes listed in the catalogue. In the spring that number doubled again and the increase leveled off and stabilized. Since then CPE has averaged between 60 and 70 classes per quarter, except for summers, although attrition rates for these are somewhat higher than for classes in the regular university. About 2,000 people currently participate in CPE classes.

Most CPE classes are initiated by people who want to lead their group. In these instances, the instructor submits a course outline to the board, which approves the syllabus and forwards it to the director for cataloging, advertising, and scheduling. (The board may veto a course but has never seen fit to exercise that power.) Additionally, the director and staff distribute course initiation forms around campus and in businesses throughout the city soliciting ideas for new classes. When significant interest develops in any subject the staff assumes responsibility for finding a suitable group leader and attending to administrative details so that students and instructors are not burdened with bureaucratic hassles.

The following are several excerpts from the CPE course catalogue:

WOMEN'S STUDIES

WOMEN IN AMERICAN SOCIETY

. . . is an exploration of the changing roles of women within the American society and an analysis of the relationship of those roles to the class structure, economic systems and ideologies of which they are an expression. This is possibly a credit course. Check with the American Studies table at registration if you would like to get academic credit. The course will begin with a historical perspective, and continue to the present.

Instructor: Carolyn Lougee
Time: Wednesday 7 P.M.
Place: Women's Center

SELF-DEFENSE FOR WOMEN

. . . is a course designed to give women the skills they need to lead an independent life-style. Judo will be the primary martial art study, with special emphasis on techniques of street defense used to ward off attackers. The instructor is a brown belt, and has taught Judo.

Instructor: Judy Nalon
Time: Tuesday and Thursday 6-8 P.M.
Place: TBA

WOMEN IN WESTERN LITERATURE

. . . is an exploration of the roles of women as reflected in western literature from Aristophanes to Sylvia Plath. We will read the books, then discuss them as a group.

Instructors: Carolyn Lougee, Judy Kirby
Time: Tuesday 7 P.M.
Place: Women's Center

SOCIAL PSYCHOLOGY OF WOMEN

. . . will provide a discussion forum on the psychology of women, and a broad review of social psychological literature about and by women. We will air some popular cultural, social, and psychological misconceptions about women

and provide a theoretical basis for women and men to reflect upon their own behavior and roles.

Instructor: Joanne Marrow
Time: Thursday 8 P.M.
Place: Women's Center

WOMEN: OURSELVES AND OUR BODIES

. . . is based on a book by the same name which deals with feminine anatomy and health care. It will help women to understand their physical functions, and to understand the vital signs of their bodies, the ways in which cancer can be detected early, how to detect various infections unique to women, and the processes of pregnancy and childbirth. Contraception and abortion, female sexuality, and vaginal self-examination will also be covered.

Instructor: Pat Muar, R.N., B.A., and M.S. in Nursing
Time: Monday 8 P.M.
Place: Women's Center

WOMEN HAVING FUN

. . . is a way for women to get together and have a good time, in a relaxed sisterly atmosphere. There will be group activities such as volleyball, softball, cookouts, singalongs, and other recreations decided upon by the group. Child-care will be provided for women who need it, and all women of all ages are welcome.

Group Leader: Karen Swanson
Time: Wednesday 7:30 P.M.
Place: Women's Center

BLACK STUDIES

BLACK POLITICAL STRATEGIES

. . . is a course designed to bring about an awareness of black political strategies in the past and the present and to examine black political power—its weaknesses and strengths.

Instructor: John Burt
Time: Tuesday and Thursday 2:30 P.M.
Place: B.S.E. & C. Center

SOCIOLOGY IN BLACK LITERATURE

. . . will examine sociological implications of the writings of James Baldwin, Louis Lomax, Langston Hughes, and Richard Wright.

Instructor: Al Scurry
Time: Monday 7 P.M.
Place: B.S.E. & C. Center

BLACK WRITERS WORKSHOP

. . . is a course to encourage students to produce works from a realistic black perspective, as well as to instill pride in black literature and provide avenues for criticism of students' work. This course will be limited to 10 students.

Instructor: Audrey Randolph
Time: Wednesday 8 P.M.
Place: B.S.E. & C. Center

SEX AND RACISM IN AMERICA

. . . will provide study in description and analysis of interaction between American social behavior and attitudes and the perpetuation of racism. This will be done from a historical perspective beginning with pre-American sexual behavior and attitudes of Europeans and Africans before their encounter in the New World.

Instructor: Bob Hall
Time: Thursday 8 P.M.
Place: B.S.E. & C. Center

STUDY OF RICHARD WRIGHT

. . . will provide the student with a representative, critical, survey study of the author's work in focusing on his short stories, poetry, essays, novels and autobiography. There will be a limit of 10 students in this class.

Instructor: Audrey Randolph
Time: Tuesday 8 P.M.
Place: B.S.E. & C. Center

SOCIAL ISSUES

WHO WILL CHANGE THE WORLD

. . . is an analysis of American society from a Trotskyite perspective. Emphasis will be placed on class analysis and examination of the liberation struggles of various groups. This course will examine what's wrong with the United States, who is able to change it, and what methods should be used.

Instructor: David Bouffard
Time: Thursday 7 P.M.
Place: 120 Bellamy

BY AND FOR MEN:
A RESPONSE TO THE DRIVE FOR HUMAN LIBERATION

. . . the Anglomale has dominated the society in which we live and in which racism, sexism, and imperialism reside. In light of this male dominance it is deemed responsible to hypothesize that the male is most especially responsible for the perpetuation of these ills insofar as they have tended to maintain the existing power relations (e.g., the supremacy of the white male). This course is open to men only, in the hope that a more honest evaluation of the male role and its faults can be obtained, and how individual men can change themselves can be freely discussed.

Time: Tuesday 8 P.M.
Place: Union Conference Room

VETERANS PEACE MOVEMENT

. . . is an expose of the role of the American soldier. Vietnam veterans will explain the reasons for the emergence, growth, and strength of the anti-war movement among veterans and GI's, and how that awareness led to a more general critique of American society. The conspiracy charges currently lodged against the VVAW will be discussed as the case unfolds during the quarter.

We will also talk about the Grand Jury as a tool for political repression.

Instructors: Frank Hall, Mike Olliver, Vietnam Vets Against the War
Time: Thursday 8 P.M.
Place: 119 Bellamy

EURAM AND THE NEXT CIVILIZATION

. . . Tom Morrill, who does not accept the system, believing there is another system, beyond, around, through, in spite of, the present immediate system; wants companions in a quest to the end of the Labyrinth and back, a voyage of heroes in search of the next civilization.

Instructor: Tom Morrill
Time: Monday 8 P.M.
Place: 212 Bellamy

FREE SCHOOLS: ISSUES AND IMPLICATIONS

. . . Free schools are attracting much attention these days. Some people even call free schools a "movement." Let's talk about the issues, implications, and applications of this type of thrust in education.

Instructor: Pat Seery
Time: Monday 8 P.M.
Place: 61 Bellamy

RADICAL ECONOMICS

. . . will examine the views of radical economists beginning with Marx, and progressing to the present. While most economists see beauty in capitalist methods of production, distribution, and exchange, a growing minority see poverty coupled with waste, inefficiency, and disproportionate wealth. Where establishment economists see harmony and permanence the "radical" minority sees irreconcilable conflict and the necessity of change.

Instructor: Hartmut Ramm
Time: Tuesday 8 P.M.
Place: 226 Bellamy

OBSOLETE COMMUNISM: A LEFT WING ALTERNATIVE

. . . is a course about anarchism. The first part of the course will analyse in depth the Russian and Spanish Revolutions as well as concentrating on such classical figures as Bakunin, Kropotkin, and Nestor Makhno. The remainder of the course will be spentstudying and discussing contemporary Anarchism with emphasis placed on current American anarchist figures and strategies.

Instructors: Paul Shank, Pat Cole
Time: Wednesday 8-10 P.M.
Place: 120 Bellamy

HUMAN SEXUALITY

. . . is a course designed to help people explore, according to their interest rather than in a pre-determined prescribed order, the facts, feelings, attitudes, and values they must take into consideration in order to understand their own sexuality and be responsible decision makers in this area of their lives. Areas for exploration and discussion will include: Birth Control, Feminity and Masculinity; Love Making; Male and Female Anatomy; Masturbation; Homosexuality; Conception and Child Birth; Abortion; and Venereal Disease.

Instructors: Charles Landreth, Diana Walworth
Time: Wednesday 7-9 P.M.
Place: United Ministries Center

THE MEDIA

INTRODUCTION TO PHOTO-OFFSET PRINTING

. . . is a brief introduction to Photo Offset printing, including a survey of line-work, halftones, color separation, press work. There will be visits to the Tallahassee Democrat and FAMU offset camera section.
To be held in The Tom Paine Printshop, 480 W. Tennessee.

Instructors: Dee Dempster, Neil O'Brien
Time: Monday 8 P.M.
Place: The Tom Paine Printshop, 480 W. Tennessee

THE UNDERGROUND PRESS

. . . is designed to show people how to utilize "newspaper media" by working on an underground paper. This course will emphasize the practical aspects of organizing, laying out, printing and distributing an underground paper in the Tallahassee FSU community.

Instructor: Eric Friedlander
Time: Thursday 8-10 P.M.
Place: 221 Bellamy

THE BOOK CO-OP

. . . is a course designed to familiarize participants with the processes of book dealing, and the way in which the co-op operates. Course will cover publishers, distributors, catalogues, discounts, licensing, legal problems (pornography and sedition laws), accounting, inventories, and other practical aspects of operating a book co-op. It is being sponsored by the community book co-op in hope that more people will volunteer and understand the processes of the operation.

Instructor: Bill Mc Causlin
Time: Tuesday 8 P.M.
Place: Co-op Bookshop, West Tennessee

BASIC PHOTOGRAPHY

. . . is designed to impart basic photography skills to beginners. Advanced people are invited to come and help teach. This course will cover concept of photography, basic equipment and use thereof, lighting and angles, darkroom equipment, developing and enlarging procedures.

Instructor: Dan Byrd
Time: Sunday 8–10 P.M.
Place: 102 Conradi

PRACTICAL JOURNALISM

. . . is designed to help students presently working for student publications or students simply interested in learning practical skills in newspaper journalism. It will include actual practice, tours of local media and lectures by practising

journalists. Participants will have an opportunity to write stories for publication at the end of the course.

Instructor: Sandy Shartzer
Time: Monday 8-10 P.M.
Place: 252 Univ. Union

PRACTICAL SKILLS

ORGANIC GARDENING
. . . come out and work with 'ole Mother Earth and experience the challenges of organic gardening. The work is difficult but the rewards are many.

Instructor: Link Jarrett
Time: Sunday 2-4 P.M.
Place: Building 56, FSU Dairy Farm

SPEED READING USING SELF-HYPNOSIS
. . . will teach the novice how to effectively use self-hypnosis to activate the sub-conscious mind for improvement. Results show that using hypnosis in the speedreading program can increase the students' speed 3/4 times faster than if they were not using self-hypnosis.

Instructors: J. R. Witmer, B. Tallman
Time: Monday 7:30-8:30 P.M.
Place: 120 Carraway

RESEARCHING THE POWER STRUCTURE
. . . offers valid instruction in the basic techniques of obtaining, compiling and analyzing information concerning the power structure. Lectures, discussions and case studies will cover laws on public documents and meetings, standard sources of information on persons and corporations, conflicts of interest, and techniques used by the power structure to conceal, falsify and obscure data.

Instructor: Jim Ellens
Time: Monday 8 P.M.

Place: 113 Bellamy

DRAFT COUNSELING

. . . examines the structure and function of the Selective Service system in the United States. This course will also explore viable alternatives to persons facing compulsory military service. Through presentations and discussion, participants will learn how to counsel other people who desire draft counseling.

Instructor: Larry Steinhauer
Time: Wednesday 7 P.M.
Place: 212 Bellamy

SELF-HYPNOSIS FOR STUDYING AND GRE'S

. . . is designed to teach the novice how to properly and effectively use self-hypnosis to improve study habits. Students will learn how to discipline and improve their concentration and how to develop their memory. The student can learn how to begin serious study almost at once without a warm-up period. Study materials will be more quickly absorbed as studying sessions bring more knowledge at a faster rate.

Instructor: J. R. Witmer
Time: Monday 9 P.M.
Place: 120 Carraway

RESEARCH SUPPORT AND WHERE TO FIND IT (GRANTWRITING)

. . . will acquaint new or prospective project directors with the research policies and procedures of Florida State University and with the various services available to them. A series of talk sessions followed by a question-and-answer period will cover the various areas of "grantmanship." Hopefully, some of the mystique surrounding the whole area of contracts and grants will be removed and participants will be able to learn where to look for funding for themselves and how to go about drafting a proposal.

Instructor: Maxine Stern
Time: Monday 4 P.M.
Place: 203 Dodd Hall, Graduate Conference Room

BICYCLE REPAIR

. . . offers the practical knowledge of how to care for, repair, and obtain the maximum efficiency of one's bicycle. The participant will become familiar with the mechanisms and components of the bicycle and will be able to make the practical application of bicycle repair, adjustment, and lubrication in the company of skilled bicycle repair people.

Instructors: Ed Pavelka, Ted Thomas
Time: Tuesday 8-9 P.M.
Place: 64 Bellamy

TRAVEL IN EUROPE

. . . offers a chance for every would-be visitor to Europe to find out exactly what he needs to know about travel to and within Europe. Mr. Traxler, who is a frequent traveler throughout Europe, has also scheduled speakers who are professionals in the world of travel. Any information you need to know about cost of travel, availability of jobs for Americans in Europe, the most inexpensive way to get there and back, visa and labor regulations can be answered through this course.

Instructor: Herbert Traxler
Time: Monday 8 P.M.
Place: 215 Bellamy

BASIC AUTOMECHANICS

. . . is a solidly basic course in how to fix your own car. Classroom meetings will be used to explain and illustrate basic principles such as how an automobile engine works and the names of specific engine parts. Meetings will then be moved to the site of any participant's troubled car where the entire group will be able to participate in the repair work. Though this course is based on Learning through Experience, it is recommended that it be taken before trouble with your auto occurs.

Instructor: Steve McAfee
Time: Tuesday 6 P.M.
Place: 215 Bellamy

Credit courses are somewhat more complicated. First, they must fall within the bounds of some established university department and be approved by that department. Secondly, they must be taught by a regular faculty member or someone formally designated as a "visiting" or "adjunct" professor. Occasionally, a professor can be found who will sign for the course and let some unapproved person really teach it; however, this practice is severely frowned upon and most professors are afraid to do it. Third, the course must be approved by the appropriate academic dean. And finally, it must be approved by the Vice President for Academic Affairs, who will almost invariably rubber stamp the decision of the dean.

CPE spent a good deal of time agitating for the relaxation of these overly rigorous accreditation procedures and also undertook some community oriented reforms, including the successful establishment of a day care center. (For the details of this frustrating struggle see Chris Polivka's excellent account in *Edcentric,* Vol. III, No. 4.)

After a year of existence, in the spring of 1971, CPE was functioning smoothly and alive with bright prospects. Although the student government elections had been won by reactionaries, the foresight of their predecessors prevented them from being able to interfere with CPE. This period of relative calm seemed like a good time to inject new blood into the CPE administration. Accordingly, a politically unsophisticated, but hardworking and enthusiastic graduate student, Jim Olliver, was chosen to be the new director, although two of the original people, Nesta King and Chris Polivka, remained on the Board to help him get his bearings. Nobody suspected that this period of serenity was merely the calm before the storm.

Assault I: The Legislature

CPE's smooth progress was abruptly interrupted in March, 1971, when a local right-wing journalist, David Cook, sounded the alarm that Florida State was fairly bursting at the seams with communism, homosexuality, and orgies, and that the radicals in CPE had triggered this avalanche of decadence and iniquity. His voice was joined by a member of the Board of Regents, Elizabeth Kovachavich, who proclaimed FSU's dormitories to be "taxpayer's

whore houses" because members of opposite sexes were allowed to visit each other in their dormitories.

CPE catalogues were sent to various legislators, whereupon Senator W.D. Barrow rose to the occasion. The senator especially objected to two courses. One of them, titled "How to Make a Revolution in the U.S.," was taught by Jack Lieberman, a well known campus radical–("That son of a bitch is a card carrying communist," exclaimed Barrow). The other course was "The Homosexual and Society," which according to Barrow's peerless description "teaches you how to be a queer." Barrow demanded a full-scale legislative investigation and got it, insisting that the entire CPE program was the insidious scheme of "communists and queers." On one occasion an enterprising reporter asked the irate senator how CPE classes such as astrology, candlemaking, etc., fit into this master plan. "Humpf," snorted Senator Barrow, "I know about candle making. It's a course for lesbians and I know what they do with the candles."

Ironically, Lieberman had cancelled his "revolution" class several weeks earlier due to lack of interest. But with all this new attention, he hastily reconvened it, attracting scores of students, onlookers, and TV cameras.

Throughout the legislative investigation Barrow and his colleague, Senator Haverfield (the Committee Chairman) insisted that Lieberman and his discussion topic be banned from CPE or else they would act to discontinue the whole program. As Haverfield put it, "If they won't get rid of the flea, we'll have to kill the dog."

Olliver, the CPE director, was torn between his commitment to a free CPE and his anticipated career as a college administrator. His response was characterized by agonized vacillation and hand-wringing. His professors had added their pressure to the legislature's by hinting that he could wave goodbye to his prospects for a degree and a career in higher education if he publicly defended the right to teach strategies for revolution. He confided his intention to search for a graceful way to ease Lieberman out of CPE to placate the screaming senators. Fortunately, two of the old CPE people, Nesta King and Chris Polivka, were still on the Board and their unbending defense of free expression thwarted the plan.

Support for CPE began to emerge from unlikely quarters. University President Stanley Marshall had gone on record in support of CPE prior to the controversy and couldn't back down under such obvious pressure. Since Marshall had made his reputation by using bayonets against student demonstrators, the senators found it impossible to red-bait him, although he was brought before the committee and verbally abused. Marshall's refusal to bounce Lieberman was backed by some members of the Board of Regents, not because they supported free speech for Lieberman (privately they were furious), but because they resented the legislative encroachment on what they regarded as their exclusive sphere of influence. Then the influential *St. Petersburg Times* demanded an end to the witch-hunt and that Senator Haverfield be stripped of his committee chairmanship. As a parting shot, Barrow proposed abolishing the regents for their alleged softness on radicals, but nonetheless the investigation ended uneventfully shortly thereafter.

Assault II: The Administration

Shortly after the legislative investigation, Olliver was again reminded that he couldn't have both his conscience and his career. He opted for his career, resigning from CPE. Summer quarter, always a period of placidity, was approaching, the legislature had adjourned, and most students--including nearly all of the CPE people--were leaving town until September.

Steve Buchanan was chosen by the CPE Board to be the new director. He had served on the board for several months, during which time he had demonstrated much interest, energy, and enthusiasm, as well as a principled resistance to heavy-handed intrusions of the censors. In all probability he would have borne up well under the kind of crude frontal assault which had been mounted by the hysterical Senator Barrow; however, he proved to be extremely vulnerable to the more deceitful and circumspect kind of censorship--especially when it came from an unexpected quarter.

Officials of the state university system had been warned that FSU would suffer a severe funding cutback if Lieberman were allowed to continue teaching his class. Some administrators wondered openly whether the freedom of a single non-credit discussion group was more important than an adequate

operating budget for the entire university. Given these alternatives, the choice was not difficult for President Marshall to make.

The task of getting rid of Lieberman's class was assigned to a new Vice President, Steve McClellan, one of the new breed of young, smooth, calculating "student controllers" who have been surfacing at universities around the country.

Just before the fall classes began, McClellan called the fledgling CPE director over to his office, affirmed his commitment to educational reform, offered coffee and cookies, asked to be called by his first name, and related that, distasteful as it was, the law required him to review prospective CPE classes and approve or disapprove them on the basis of some mysterious set of guidelines. Of course, no such law existed and never had. Only the CPE Board had authority to review prospective non-credit courses, which they regularly did, although they had never found reason to exercise their veto power.

McClellan insisted that he didn't really want to interfere with CPE, but the regents and politicians were unreasonable and might destroy the whole program, so he, as a stalwart educational reformer, was only trying to save CPE by reviewing its offerings. Of course, he didn't expect to censor anything, he continued, but he just wanted to be able to assure the regents and senators that the program was under careful supervision, and if CPE would only co-operate with him, they could jointly outwit the reactionaries. Seduced by this deceptive appeal, Buchanan released copies of the prospective course syllabi to the administration.

Meanwhile, the CPE Board members, returned from summer vacation, exposed the hoax, and acted to end the review. President Marshall responded by ordering a postponement of all CPE classes, while McClellan ordered the reservationist not to check out any rooms to CPE. After much heated argumentation, the CPE Board voted 3-2 to submit to the review.

McClellan promptly vetoed the "revolution" course on the ground that no one had proven to him that the participants in the discussion did not intend to express opinions which would violate Florida's ancient law against

advocating "Criminal Anarchy and Criminal Communism." This reasoning brought to mind a number of considerations. First, since the class hadn't met yet, nobody knew who would be there or what they might advocate, so how could CPE prove in advance that no illegal ideas would be expressed? Secondly, the accepted means of dealing with statutory violations is to act against the offender after the crime has been committed, not to impose punishment on the basis of speculation that someone might break a law in the future. Third, the burden of proof rests upon the state. The Vice President, a state official, should have to prove that the course is illegal, rather than have the sponsors prove that it is legal. And finally, the "Criminal Anarchy" statute is unconstitutional anyway, in the light of the fact that even milder laws of the same kind have been consistently invalidated by Federal Courts in other states.

McClellan pretended not to understand these objections and proceeded to veto, additionally, a class entitled "The Homosexual in America" on the grounds that the course would advocate illegal acts, i.e., homosexuality.

Lieberman, meanwhile, had convened an informal gathering in lieu of his CPE class on "revolution." The administration declared the meeting to be a CPE class and placed Lieberman on temporary suspension, pending trial. It was, of course, logically impossible that the group was a CPE class since all CPE classes had been suspended by the CPE Board. Lieberman's meeting was an independent informal gathering like many others that appear regularly on campus.

Lieberman was brought before the Honor Court which examined the case against him, dismissed the administration's ridiculous charges, and reinstated him as a student. The administration appealed to the campus Supreme Court, where Lieberman was again acquitted and the charges against him found to be not only frivolous but maliciously deceitful. Undaunted, President Marshall thereupon appealed the case to himself. The hearing was held on such short notice that Lieberman was unable to attend his own trial. Marshall refused a postponement. The proceedings were closed to spectators and relevant witnesses were not allowed to testify. Lieberman's attorney was severely restricted in his defense, with Marshall making up the rules as he went along and serving as both prosecutor and judge. (Marshall later admitted

being "somewhat uncomfortable" with this "dual role.")

The rule Lieberman was accused of violating was Marshall's oral executive order, which suspended CPE classes pending completion of the administrative review of the syllabi. Since the order was never written, nobody knew exactly what it said. This worked to Marshall's advantage, because in order to convict Lieberman he had to contend that his order applied not only to CPE classes, but to all other gatherings that looked like they might be CPE classes.

According to the law, Marshall's appellate jurisdiction extends only to "questions of law," which means that he may not reverse a lower court's "findings of fact." However, his decision consisted entirely of a reversal of the very "findings of fact" he is prohibited from considering and about which he refused to allow witnesses to testify.

Marshall convicted Lieberman and dismissed him from the university for an indefinite period of time. He further stipulated that Lieberman was forbidden to participate in the CPE program in any form whatever.

Outraged by the Administration's betrayal, Buchanan (CPE director) declared an end to the moratorium, and urged all CPE classes to meet in defiance of the order. Seeking to avert a mass upsurge, the administration hastily approved all classes except Lieberman's and "The Homosexual in America."

Assault III: The Regents

The CPE Board and director, joined by Lieberman, filed suit against the administration in Federal District Court, challenging the prior restraint of free expression, the flagrant denial of due process in Marshall's kangaroo court, the ex post facto rules, and the practice of selective persecution. (Lieberman was the only one punished although several other groups had met the same night.)

Student government voted to place the question of its own abolition on

the ballot. Student senate urged the student body to vote in favor of abolition in protest of Marshall's overruling of the university courts. Their sentiment was that student government was a showpiece which the administration could point to as an example of student input when it suited their bureaucratic convenience, but that student opinion was consistently disregarded when push came to shove. However, the abolition referendum lost and student government was retained.

When the case came to federal court, the administration offered a completely new rationale for its actions. There was no more talk about "Criminal Anarchy and Criminal Communism" statutes being the reason for disapproving Lieberman's class. This time their story was that the only reason Lieberman couldn't teach his course was the fact that he was under suspension. Catch 22! He had been kicked out for allegedly teaching his course.

There was also no more talk about the homosexuality class discussing forbidden topics. Far be it from them to restrict anyone's free speech. Now the reason for banning the class was said to be that it would constitute a de facto meeting of the Gay Liberation Front, which is an illegal organization.

Nobody expected much from Judge Middlebrooks. He is a notorious ultra-conservative, appointed by Nixon to fill the vacancy of the infamous Judge Harold Carswell. Nonetheless, his court had to be passed through on the way to the Fifth Circuit Court of Appeals, where victory would be almost certain. Middlebrooks was slow--some people thought deliberately slow--in ruling on the case.

Meanwhile, Lieberman decided to test the extent of the administration's determination to keep him from speaking on campus. He got a group of recognized campus organizations to check out an auditorium and invite him to address them as a guest speaker, with much advance publicity. True to form, President Marshall announced that Lieberman would not be allowed to speak and would be arrested if he attempted to do so. A local civil rights lawyer, Kent Spriggs, requested an emergency hearing in Middlebrooks' court to seek an injunction against Marshall, prohibiting interference with the speech.

Jaws on both sides of the courtroom dropped when Middlebrooks

granted the injunction declaring Marshall's action to be a violation of the First Amendment. His rationale was that a university does not have to let any outsiders speak, but that if it lets anyone, then it must let everyone, provided the speaker is properly invited.

People began to speculate seriously that Middlebrooks might follow the same line of reasoning in the CPE suit. Apparently, the Board of Regents thought so, because they met the next day and voted unanimously to suspend the entire CPE program until (1) they could study Middlebrooks' opinion, and (2) a set of formal guidelines could be drawn up for reviewing all non-credit courses. CPE amended its lawsuit, adding an additional complaint against this new outrage by the regents.

One month ater the regents met again and lifted the suspension on CPE, imposing a set of standards by which the university Vice President is to evaluate prospective non-credit courses. For each non-credit offering, the administration must determine whether the title matches the content, whether the method of study is acceptable, whether the content deals with a "legitimate" topic, and whether the instructor is competent. Classes advocating "violent overthrow" of the U.S., Florida, or university government are explicitly forbidden, as are those which take sympathetic approaches to any illegal actions or thoughts. Classes which instruct in a trade licensed by the state (e.g., massage) must be taught by someone with formal credentials. The lawsuit was amended again. Almost a year later, Judge Middlebrooks has still not ruled on the case, although he did finally get around to upholding the dismissal of Lieberman.

The Decline

CPE had been badly weakened by the successive assaults of the legislature, the administration, and the regents. Many professors had become afraid to associate their names with CPE classes for fear of being branded subversive or perverted. A little pressure was taken off when a liberal senator volunteered to teach a course in "How to Survive as a Consumer in a Capitalist System." But most academicians were still wary.

Buchanan left at the end of fall, 1971, the CPE directorship passing to his assistant, Mac Avery. Avery was even greener than Buchanan had been, as well as being very much taken with a variety of Hindu gurus. CPE communications became laden with references to "karma," "good vibes" and the like. For a few weeks, he tried hard. He really did. But it all got to be too much. A couple of weeks before the end of winter quarter, without a word, he locked the office and left for the mountains and a guru.

A year earlier, in his resignation statement, Olliver had compared the CPE directorship to "driving a truckload of nitroglycerine through the Andes." The people who had originally conceived and established CPE had known that from the beginning. Given the nature of the program and the strength of the interests it challenged, explosions were inevitable. Still, the abstract anticipation of that prospect came with considerable less force than the realization of a vital and dynamic program scooped to a hollow shell and betrayed by its most intimate beneficiaries.

It was time for a Board to be chosen, which would mean a new director. Some of the remaining CPE founders began desultory, halfhearted discussions about regaining control of the program and revitalizing it. That prospect seemed about as alluring as a sink full of dirty dishes. Spring quarter was to begin in only a week and no courses had been organized; the academic component of the program had dwindled to nothing; course instructors were badly demoralized; correspondence had gone unanswered; the files were a mess, funds misallocated, and books improperly kept; classes were publicized listing the wrong time and place; the administration was hostile and the students cynical; in general, CPE was characterized by chaos, paralysis, and despair. From that perspective, the only reasonable course of action seemed to be to give it a decent burial.

On the other hand, good organizers seemed to be returning to the university and interest in alternative education was higher than before; but most importantly a nascent awareness was beginning to bloom in the surrounding community. CPE could be an agent for catalyzing that developing consciousness into concrete action, if only by providing office space and resources.

A small lobbying effort resulted in the selection of a progressive and

intelligent Board. Nesta King, who had been instrumental in establishing the program, was elected director.

The Resurrection?

Insofar as the effort to revitalize CPE is still in an early stage,* it is not possible to evaluate the feasibility of the venture. Obviously, the most imposing task is to regain the losses incurred during a full year of capitulation and mismanagement. As regards course offerings, this involves removing the crippling external constraints imposed by the administration and secondly, restoring the program's credibility to its constituents. The first of these aims is being sought through court action and relentless pressure and publicity, the second through the encouragement of increased constituent input and competent program co-ordination.

Skillful organizing efforts have begun to restore the academic component. Accredited offerings may reasonably be expected to increase geometrically over the next year.

Administrative harassment is at an all-time high, probably due to long-standing political and personal grudges against the current CPE staff. For example, a year-old basketweaving class was temporarily disapproved because the syllabus provided insufficient detail about the proposed techniques of basketweaving. Edible Plants students are forbidden from eating the plants they collect on the grounds that local vegetation may be either poisonous or hallucinogenic. Horseback riding, waterskiing, karate, scuba, and the like have been incessantly harassed on the ground that participants sustaining injuries might sue the university—this despite the fact that state law prohibits any such suit, and despite the fact that similar (and in some cases identical) courses (both credit and non-credit) are offered by other departments of the same university with no harassment or restriction whatever. One unforeseen benefit of these tactics has been that many students no longer have faith in the

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*(Editor's Note: This case study was written in 1972.)

integrity or honesty of the administration. Most, however, do not extrapolate this judgment to include administrators in general.

CPE has decided to expand its program beyond the sponsorship of courses. Plans are currently in progress for a number of additional projects. A course and teacher evaluation questionnaire, which will integrate the best aspects of those used at other universities, is expected to be implemented next year. A research center is being established for the compilation and dissemination of data documenting instances of racial and sexual discrimination, conflicts of interest, economic rip-offs, etc. Assistance will be given to organizers of free schools on the elementary level. Another project involves the use of video techniques to bring consumer education to illiterate adults.

By doing nothing more than presenting "unauthorized" subject matter and unconventional instructional methods, CPE has hammered a crack in the armor of a typical state university. Its purpose now shall be to widen that crack until CPE becomes FSU, and FSU becomes CPE.

UNIVERSITY FOR MAN

AT KANSAS STATE UNIVERSITY

University for Man, a free university in Manhattan, Kansas, has gradually been developing over the last six years. Situated in a small, mid-American town (population, 30,000) and affiliated with a conservative campus (President Nixon chose Kansas State University as the safest campus to visit after the upheavals of 1970), the University for Man (UFM) initially appears to be misplaced. Perhaps, though, UFM survived only because of its conservative context, for it had the support of many people who recognized the social danger of a community becoming too complacent. UFM has survived and continues to grow also because it provides the Manhattan community with a central activity-creating agency that offers people a wide selection of things to do.

In six years, UFM has evolved from an organization for college students to an agency serving the whole community. The 6,000 persons enrolled in UFM classes last year came from all sectors of the community. Faculty wives, policemen, college students, soldiers from near-by Fort Riley, grandmothers, blacks, M.D.'s, "street people," and high school students were likely to be enrolled in any of our courses.

What got us started and what's kept us going? In the fall of 1966, an instructor at KSU gathered some friends to create musical, art and dramatic happenings once a week. Another group was meeting regularly at a student's home for the purpose of discussing man in the year 2000. They soon became aware of each other's meetings and also of some free universities that were starting on the coasts. They inquired if other people would be interested in forming similar groups. They got positive responses and approached student government for funds. A small brochure was printed and UFM was born.

To start with we were KSU's token of educational innovation. People in power at KSU had read and would talk about education reform but were

afraid to try anything too new. So they thought that a program like UFM could be their example of experimentation with new ideas. They gave us sanction but no accreditation and really were risking nothing. So we began offering courses and learning conditions that KSU couldn't offer.

Our programs were free of grades, free of cost, open to all participants, and had no prerequisites. With the absence of grades, tests, and financial risk, the fear of failing disappeared also. Students were able to explore ideas or work at crafts for the sheer joy and pleasure of it. And the program itself was stimulating. Two years ago, UFM was awarded the National University Extension Association's Creative Programming Award in recognition of its "creative and exemplary programming in the area of arts and humanities."

While we had received recognition from KSU's Department of Continuing Education we weren't really getting anywhere with altering the way classes were being conducted at KSU, and we got awfully frustrated trying. In the meantime, we began sensing the potential usefulness UFM could have for the community. So we added classes and did more publicity. This summer (1972), 55 per cent of our enrollment consisted of people other than university students.

Our continued growth would appear to be the result of the sorts of learning environments we provide. Anyone in the KSU-Manhattan community can participate in the UFM program. There are no implied restrictions on the ages or types of people we want to interest. We don't administer grades or credits and there's no nine or 14-week period which breaks up the process of learning into neat, little assembly-line packages. The group continues to meet as long as the participants think it's helpful. Sometimes the course ends after three sessions--like this summer's short, concentrated course about food facts and fallacies--and sometimes the group continues indefinitely, such as a gestalt group which began this summer and is going to continue into the fall.

There are many more processes available to facilitate the learning experience at a free university like ours than at a conventional university like KSU. The conventional system usually is prepared to deal with education in only three ways: reading, writing and discussion groups. And both the length and frequency of class meetings are administratively predetermined

before the students even meet each other. At UFM, not only are participants able to read, write, or discuss an area in which they're interested, they may also become participants and actively involve themselves with their interest. For example, this summer we offered a course about what it's like to be a disadvantaged kid in Manhattan. The coordinators for the class were low income youth from Manhattan's southside. The participants were taken out of the theory books and into the real-life environment of poverty. In our low income class, should someone get interested in pursuing a specific problem--for example, working to improve housing conditions--he can give it his attention without fear of falling behind in his subject matter or not being prepared for the next exam.

Most of the time our classes take shape during staff brainstorming sessions. We also try to keep up on free university literature and attend conferences on educational change to get new ideas about what other schools are offering. Ideas for classes arise out of casual conversations with friends about their new hobbies or interests: candlemaking, macrame, silver-smithing, embroidery, and the like. With a little persuasion they may do a class for us. It's most important that we assess Manhattan and try to be sensitive to what our community could find useful. For example, aging is a reality seldom publicly discussed in Manhattan. We organized a seminar about aging. It is being attended by people of all ages and backgrounds.

We also try to present several different viewpoints. For example, not too long ago we offered in our religion section a session about radicalizing the church and also a session on orthodox Biblical interpretation.

How do we find facilitators for our classes? First of all, it really helps that several of us have lived here for a while and know a number of people. But things like just keeping one's eyes and ears open for talented persons is very important. For example, you might read a newspaper article about a person who does a lot of knitting or that someone is starting a half-way house for prisoners. These people are potential leaders for a class on knitting or a rap group on prison parolees. If they couldn't do it, perhaps they would know someone who could. Most of the time you just have to use your own initiative.

It happens occasionally that classes come about without anyone specifically "teaching." Someone may want to know more about something and may submit a request to us and we might be unable to find a leader. But, we announce the class anyhow and people congregate, talk, read, and discover that they can learn pretty well among themselves without anyone really "teaching" them. A good recent example is this summer's "Stalking the Wild Asparagus." We couldn't find a leader but people were very interested nonetheless. A group was formed and resource people invited to take part. People picked up Gibson's *Stalking the Wild Asparagus* and Harrington's *Edible Native Plants of the Rocky Mountains*, and the group's been beautifully stalking all summer.

One feature essential to any free university is publicity. At UFM our most effective means of publicity has been our brochure. The brochure lists the time and meeting place of our classes and includes a paragraph description of each. Since we offer over 100 classes each term, the brochure sorts them into 11 categories: Arts and Crafts, Fine Arts, Education, Environment, Community, Religion, Sports, Scholarly Endeavors, Encounter and Politics. It also has a table of contents listing the classes according to the day of their meeting.

We print about 9,000 brochures per term and distribute them to over 500 locations in the area: churches, dormitories, laundromats, shopping centers, stores, office buildings, the high school, the fort, everywhere. We're going to start listing our classes in the local newspaper once each term, and remind people to pick up the brochures.

We also often place longer articles in the newspaper, explaining in more detail some of our classes. For instance, this summer we are offering a new course on secretary-business instruction. It received very good coverage in the paper, explaining the reasons for the course and its usefulness. It's getting capacity attendance. We make announcements on local radio stations, which have been very generous with their time, sometimes conducting 15-minute interviews about our classes and UFM. Also we spend summer evenings in July working through the KSU freshman orientation program to make ourselves known to incoming students. Any place that we can reach new people –service clubs, churches, dorm meetings–we try to be there. For such

gatherings, we've compiled a slide presentation to help people understand more clearly what UFM is about.

Though we charge no fees we do for several reasons ask people to register. Some instructors place a limit on the number of people they want and registration enables us to close the class when the maximum limit is reached. Occasionally a class that has participant limitation will register three times as many people as the leader expects. We then have time before the first meeting either to form three different groups or to find a larger meeting place if necessary. Registration helps us keep in personal touch with people who are using our program and many times conversations which occur while people are registering lead to new classes or ways to improve existing ones. We also ask people to list their classification. If a student, what year: sophomore, grad student, etc.; if another occupation: soldier, townsperson, etc. This gives us a percentile breakdown of approximately what ages and what groups of people we're reaching and what groups we're not reaching. It's useful for designing classes and for distribution.

Formal registration is held four days every term. We have tables set up in the student union, the minority community center, the high school, and the UFM Center. We also take registration by phone. The last day of registration is held in Manhattan's park. We coordinate an all-day celebration with pot luck dinner, rock bands and poetry readings. It's fun and it's free.

We're helping teachers at K-State become more aware of their effects on students. A political science teacher recently taught a UFM course in much the same way he taught in the classroom at KSU. After two meetings he had no students left. At UFM he didn't have the power to hold his students with tests and grades.

We're helping people learn about other people in the KSU-Manhattan community. Attempting to demythologize institutional holds on education, we're also assisting in the publication of a directory of resource people who are willing to share what they know with others. We hope to publish this directory biannually.

Our brochure is an excellent advertising space for many community

projects. Many people with free time are glad to be able to give of themselves in volunteer programs which we advertise. Some of these services are Adopt a Grandparent, Meals on Wheels, and Welfare Assistants. Other agencies have found their beginning by stating their ideas for a service in our brochure. These groups include: The Fone Crisis Center, The Drug Information Resource Center, and Draft Counseling.

A new project which our brochure recently listed enabled two groups with similar plans to join together. A UFM class had been listed describing the interests of several people seeking volunteers to help begin a half-way house for prison parolees. Immediately the president of the local League of Women Voters telephoned and said her group had similar plans and that she would attend the UFM class to see if the groups could combine their efforts. The brochure helped them to not duplicate each other's work and facilitated their joining together.

Community counseling services such as the North Central Guidance Association and the Fort Riley Center for Alcoholics sometimes suggest their patients join our classes. Our informal sessions can be very therapeutic for people who are lonely, or can't find friends or have nothing to do. People who are new to the community have been especially grateful. A conversation with a newly stationed Fort Riley soldier ran as follows:

S: "Hello. I'm new in town and I just came across a UFM brochure. Can I still enroll in some of your courses?"

UFM: "Yes."

S: "I really couldn't believe it when I opened your catalogue and saw what was offered. I had anticipated a year of boredom being stuck out here in the middle of nowhere."

UFM: "Which classes are you interested in?"

S: "They're really free and I can take more than one? Well, batik, wood lathe, beer-making, decoupage, and silversmithing."

UFM: "Yes, there's no cost except for the materials you use in a craft class. I need your name, address and phone. All you need to do now is to show up at the class."

S: "Hey, thanks a lot!"

Of major benefit is that we are helping to facilitate greater acceptance and understanding among people of many different backgrounds and life styles. Four years ago the community considered our meetings about Vietnam and psychedelic drugs to be subversive. President McCain of KSU received letters and phone calls asking that these discussions be stopped. Last year we helped facilitate a gay liberation group. Some people got upset. More people have learned to accept it. An excerpt from our brochure reads:

> University for Man is an educational service for all the people of Manhattan. It reflects the ideas, interests and concerns of a diverse community. The choice to participate in or to avoid any of the classes is the individual's responsibility. Within UFM there is room for persons of different ages, backgrounds, and beliefs.

Where are we heading? For one thing we're not as impatient or angry about KSU's antiquated education system as we once were. Most of us have graduated and are concentrating on the quality of educational experiences that UFM can offer. However, we remain concerned about quality education at KSU and we plan to sponsor an educational awareness conference for KSU and also to coordinate a new program for field studies. We'd like to help KSU set up accredited learning experiences which may take place outside the classroom.

We plan to work with elementary and high school principals, teachers, and students in an attempt to effect change in the public school system. We'd like to help them design open classes, although it will probably take some time to create a model that is acceptable in Manhattan. Of course our program of classes will probably continue to grow, serving more people each new term.

In a growing, changing community there must be tolerance of diversity and a willingness for people to let other people live in peace, as they choose.

Channels of communication among the many sectors of a community should be widened and made more numerous. Centers which facilitate open-learning should be available to all the people. We believe UFM benefits the KSU-Manhattan community by helping make manifest these things.

If you are interested in learning more about UFM or want to be on our brochure mailing list please write University for Man, 615 Fairchild Terrace, Manhattan, Kansas, 66502. If you are ever in Manhattan, please come see us.

RESOURCE DIRECTORY

(Category Index begins on p. 175 and
Area Index begins on p. 187)

The Resource Directory was compiled primarily from the files of *Edcentric Magazine* by *Edcentric's* "Movement Section" editor, Mary England. Additional material was used from the pages of the following publications which the editors would like to thank:

Somewhere Else: a directory of learning resource
(edited by Center for Curriculum Design)

Workforce Magazine
(edited by Vocations for Social Change)

The Whole City Catalog
(edited by Synapse Communications Collective)

In November, 1973, the Study Commission sent a letter to each resource entry asking for additions and corrections. Entries whose letters were undeliverable were omitted. The remaining entries (as changed or approved by their official spokesmen) are thus as up-to-date as it was possible to make them.

ACADEMIC MEDIA publishes books of interest to educationalists. Some titles are: *The Directory of Publishing Opportunities* (2nd Edition), a guide to 2,490 academic, business, research, scientific and technical publishing opportunities in journals, magazines and other important publications. *The Standard Education Almanac* contains current reliable useful information on every aspect of education ranging from kindergarten through graduate school including directories in the field of education. *The Yearbook of Higher Education* contains a directory of over 3,100 accredited colleges and universities in the United States and Canada and includes administrative personnel and department heads, addresses, telephone numbers, and descriptive material. It also contains research information, research and development centers, statewide boards of higher education, associations and student loan information. If you desire further information please feel free to contact us. Academic Media, 32 Lincoln Avenue, Orange, NJ 07050.

THE ACTIVIST, a student journal of politics and opinion, is a quarterly published by the Activist Publishing Company (recognized by Oberlin College as a student-operated educational organization). Containing articles written and edited from a radical "student activist" perspective, *The Activist* offers well documented critiques of the dominant American political trends. Of particular interest in a recent issue is "Directions For the Left: An Interview with Staughton Lynd." Book reviews such as "The Capitalist System: A Radical Analysis of American Society" are included. Subscription is $2 per year. Contact: The Activist Publishing Company, PO Box 163, Oberlin, OH 44074.

AD HOC COMMITTEE FOR AN ALTERNATIVE TO A BA DEGREE was formed by a group of professors and businessmen. It is an independent study program which permits a student to assemble a set of credentials based on his study and work which will function as a college degree for admittance to graduate schools and for employment. Fees are based on an hourly rate—depending on how much time the student needs in tutorial help and counseling. The Committee can also act as an employment agency. Contact: Ad Hoc Committee for an Alternative to a BA Degree, 525 North Jackson Street, No. 6, Media, PA 19063.

AFRAM ASSOCIATES has available a special document entitled *Planning an Independent Black Educational Institution.* The document was put together by the Congress of African People and the Council on Education and Black Students. It identifies three criteria (ideology, institutional characteristics and purpose) in defining an independent Black Educational Institution. It then goes on to describe such an institution, covering topics such as governance, finance, structure and organization, evaluation and defense. A useful resource for developing independent black institutions, the document also describes staff and student recruiting. Copies are available for $1 each. Contact: AFRAM Associates, Inc., 68-72 East 131st Street, Harlem, NY 10037. Phone: (212) 690-7010.

AFRICA INFORMATION SERVICE (AIS) has taken over the functions of Africa Research Group (ARG). AIS is comprised of Africans and black Americans who share a commitment to Third World and anti-imperialist struggles. A New York-based group, the AIS will carry on the research and educational work previously performed by the ARG. The materials, library and informational resources of ARG have been transferred to the AIS to provide greater access for groups and individuals with a committed interest in the resources. In order to make past ARG publications more available, two books have been prepared for publication: (1) a revised version of *Race to Power, the Struggle for South Africa,* and (2) an anthology of ARG articles and pamphlet excerpts. To encourage expansion of related research work, a guide to conducting anti-imperialist research is also available. Both books are being published by Doubleday. ARG pamphlets that are still in print will be distributed by the New World Resource Center. Pamphlet orders should be addressed to the New World Resource Center (2546 North Halstead, Chicago, IL 60614). For further information on the AIS, contact: AIS, 112 West 120th Street, New York, NY 10027.

AFRICA TODAY is a quarterly review published by the Africa Today Associates in association with the Center on International Race Relations, University of Denver. The quarterly contains articles, discussions, book reviews and a publications list. The Spring 1972 issue featured a scholarly discussion about Franz Fanon and an article about Polaroid's so-called "enlightened" hiring practices in South Africa. Contact: *Africa Today,* University of Denver, University Park Campus, Denver, CO 80210.

AGRIBUSINESS ACCOUNTABILITY PROJECT (AAP) is a public interest organization attempting to raise the issue of corporate power in the food economy, documenting the impact of that power on consumers, family farmers, farm workers, taxpayers and others. They have published two books, *Hard Tomatoes, Hard Times* and *The Great American Grain Robbery*, as well as numerous reports on corporate agribusiness. Write for costs. Contact: AAP, 1000 Wisconsin Ave., N W, Washington, D.C. 20007.

AKWESASNE NOTES, published eight times yearly, by the Mohawk Nation, is one of the most informative and useful papers concerning the situation of the Native American. The paper includes incisive articles written by Native Americans to increase both the awareness and commitment to their cause. Also a very useful list of resources, books, tapes, microfilm, and publications is included in each issue. Despite numerous attempts to shut the paper down, the people of *Akwesasne Notes* continue to report on the historical significance of the Native American Indian Movement in their struggle. Back copies of the paper are available, as is the publications list. There is no fixed subscription price for *Akwesasne Notes*. "If you want the paper, we'll be glad to send it to you. If you want to help with the costs, we will appreciate that—that's the Indian way. Make it work." Contact: *Akwesasne Notes*, Mohawk Nation, Rooseveltown, NY 13683. Phone: (518) 358-4697.

THE ALMANAC, appearing in each issue of *Ramparts Magazine*, is an information-sharing column by Derek Shearer. Shearer supplements his brief reviews of new books, pamphlets, slide shows, films and articles in other magazines with his editorial comments. In addition, he stocks his column with news of movement-oriented projects and organizations. As Shearer himself announced in the October, 1972 issue of *Ramparts*, "the purpose of this column is to facilitate communication between groups and individuals who are exploring specific alternatives and working for them politically." More recently, the March, 1973 Almanac focuses on the ecology and health care movements. If you'd like the Almanac to mention a particular project, publication, or resource, you should write Derek Shearer. Contact: The Almanac, *Ramparts Magazine*, 2054 University Avenue, Berkeley, CA 94704. Phone: (415) 845-8871.

ALTERNATIVE PRESS CENTRE publishes the *Alternative Press Index,* a quarterly subject index to articles in over 135 alternative and underground magazines and newspapers. The Centre has developed a subject heading-classification list for the use of other research and library groups dealing with alternative publications. The Centre is working to increase access to alternative periodicals. It has a reprint service for articles listed in the index and publishes a list of alternative and underground periodicals with subscription information once a year, which is free upon request to libraries and individuals. APC was formerly the Radical Research Center. Subscription rates are $6 per year for individuals; $10 for alternative groups; $15 to high school libraries; and $45 to other libraries and educational organizations. Contact: APC, Bag Service, 2500, Postal Station E, Toronto, Ontario, Canada. Phone: (416) 921-9588.

ALTERNATIVE PRESS REVIEW is a review of and for the alternative press. It lists useful resources like books, conferences and learning materials for those interested in media. Published monthly by the Alternative Press Syndicate (formerly Underground Press Syndicate), the *Revue* is distributed free to all APS members. Non-member organizations may subscribe for $10 per year, individuals for $4 per year. The folks that put together the *Revue* welcome announcements, articles which will help the alternative press become a more effective medium, reviews of various publications and original research. Send all editorial correspondence to: APS, Box 26, Village Station, New York, NY 10014.

ALTERNATIVE PRESS SYNDICATE (APS), formerly the Underground Press Syndicate, serves the alternative press by acting as a clearinghouse for information on alternative media, publishing a quarterly list of its over-200 member publications around the world, creating interest of advertisers in the alternative press, holding conferences where alternative paper workers get together and exchange their experiences, and helping with legal defense when an alternative paper or one of its workers is harassed, arrested or seized. *How to Publish Your Very Own Underground Newspaper* available for $1 (more or less); $5 for a sample packet of 15 alternative papers; $4 for the *APS Directory* to individuals ($6 to organizations). Contact: APS, Box 26, Village Station, New York, NY 10014. Phone: (212) 242-3888.

ALTERNATIVE RADIO EXCHANGE is a newsletter from and for people who are interested in community radio, i.e., not commercial broadcast "pablum." The newsletter has news of other community radio stations around the country. Subscriptions are $10 a year with free ad service, $5 for five months with no ad service. Canadian rates are $12. Contact: ARE, Box 852, Felton, CA 95018.

ALTERNATIVES, BOOKLIST NO. 3, is designed to make readily available current informational sources from "alternative political and cultural perspectives." Compiled by the Wilbur Cross Library staff, the book lists more than 400 alternative and underground newspapers, magazines and publications. It gives pertinent publishing information such as date and place of publication. The *Booklist* also lists, by subject, publications which have a single or overriding subject emphasis—such as "Alternative Lifestyles," "Student Movements" and "Education." Contact: Alternative Press Collection, Wilbur Cross Library, University of Connecticut, Storrs, CN 06268.

ALTERNATIVES FOR EDUCATION is a monthly newsletter which contains information and commentary on alternative and free schools in the southern California area. The newsletter often includes accounts of legislation affecting all aspects of education as well as articles, announcements of forthcoming workshops, seminars, and meetings. Sample copies available for $1 and a one year subscription costs $5. Contact: *Alternatives for Education,* PO Box 1028, San Pedro, CA 90733. Phone: (213) 547-1629 or 831-4141.

ALTERNATIVES IN PRINT 1973-74, is a thick paperback book that lists movement groups and publishers throughout the U.S. with their addresses, publications and prices. Compiled by the Social Responsibilities Roundtable of the American Library Association, it is an annual catalog of social change publications. The cost is $5.95. Contact: *Alternatives in Print,* Glide Publications, 330 Ellis Street, San Francisco, CA 94102.

AMERICAN CIVIL LIBERTIES UNION. An issue of *Academic Freedom and Civil Liberties of Students in Colleges and Universities* is available from ACLU. Seven broad topics are covered: The student as a member of the academic community; extracurricular activities; student's political freedom;

personal freedom; regulation and disciplinary procedures; students and the military; and confidentiality of student records. The 47-page booklet sells for 75 cents and may be ordered from ACLUNC, 593 Market Street, San Francisco 94104. (In ordering please enclose payment plus a 10-cent stamp to cover postage, or enclose 85 cents.)

AMERICAN COMMITTEE ON AFRICA (ACOA) is a group founded 20 years ago to promote support in the United States for African freedom and independence from colonial domination. ACOA now focuses its attention on southern Africa, Angola, Mozambique, Guinea-Bissau, Zimbabwe, and Namibia. Providing information and educational resources for public use, ACOA hopes that their efforts will help to build public support for the African liberation movements and end ties between the United States and Portuguese colonialism and white-majority rule. Available from ACOA are three comprehensive studies of United States corporate involvement in Southern Africa, as well as a literature list. Contact: ACOA, 164 Madison Avenue, New York, NY 10016. Phone: (212) 532-3700.

THE AMERICAN FILM INSTITUTE is an independent, non-profit organization established in June, 1967, by the National Endowment for the Arts, a federal agency. Its purpose is to preserve the heritage and advance the art of film and television in America. The Institute preserves films, operates an advanced conservatory for filmmakers, gives assistance to new American filmmakers through grants and internships, provides guidance to film teachers and educators, publishes film books, periodicals and reference works, supports basic research, and operates a national film repertory exhibition program. Contact: The John F. Kennedy Center for the Performing Arts, Washington, D.C. 20566. Phone: (202) 833-9300.

AMERICAN FILM INSTITUTE GUIDE TO COLLEGE COURSES IN FILM AND TV is now available in its 1973 edition. The guide describes study programs at 613 universities and colleges in the United States where film and TV courses are taught. Nearly 200 of these institutions offer degrees or majors in film. This guide can help people choose a college or university on the basis of film and TV study and finding summer courses. The price of the 324-page book is $5.95. Contact: Acropolis Books, Colortone Building, 2400 17th Street, NW, Washington, D.C. 20009.

AMERICAN FRIENDS SERVICE COMMITTEE. Towards a New Society–Learning Through Engagement is the AFC's outreach program to college campuses in New England. Programs are available on amnesty, stopping the B-1 bomber (proposed successor to the B-52), court monitoring, economic alternatives, prisons, corporate power, nonviolent social change, the women's movement, and on vocations for social change. Emphasis is on getting students involved with continuing projects in at least one of these areas, and on building a vision of a new society we can all work towards. Contact: LTE program, AFSC New England Regional Office, 48 Inman St., Cambridge, MA 02139. Phone: (617) 864-3150.

AMERICAN INDIAN HISTORICAL SOCIETY (AIHS), a non-profit organization, founded in 1964 by a group of tribal leaders and Native scholars, advocates the preservation of Native American culture, philosophy, and languages. AIHS founded a quarterly publication of Native American history, literature and current affairs entitled *The Indian Historian,* as well as the Indian Historian Press. AIHS also runs The Chautauqua House, an educational and information center, at their address listed below. You might find the "Annual Index to Literature on the American Indian," published by AIHS, of special use. AIHS also performed the first comprehensive evaluation of textbooks as they relate to the role of the Native American, resulting in publication of the noted *Textbooks and the American Indian,* which is now a source book in many schools. Currently, the society is involved in publishing a series of five booklets on history, literature and culture, entitled the "Handbooks of the American Indian." In addition to these resource materials, the AIHS maintains an outstanding Indian Library and Archives, of use for researchers and Indian Tribes. As a result of violations of water rights by the United States Government, AIHS is also conducting a water resources inventory survey of the San Juan River Basin in the Southwest. As an all-Indian organization of Native traditional historians, scholars, and professional people, AIHS offers membership in the Society for a minimum of $15 per year. Write for more information. Contact: AIHS, 1451 Masonic Avenue, San Francisco, CA 94117.

THE AMERICAN INSTITUTE FOR MARXIST STUDIES is distributing a bibliography entitled "Higher Education and the Student Rebellion in the U.S." This work was updated through 1972 by Bettina Aptheker and costs $1.25. Write: AIMS, 20 E. 30th St., New York, NY 10016.

THE ANNUAL REGISTER OF GRANT SUPPORT (1973-74 edition) has been substantially revised and expanded to include a host of new features, programs, and additional information. It now includes 1,581 grants, fellowships, scholarships, awards, prizes and travel opportunities, offered by foundations, government agencies, professional organizations and businesses, to individuals and institutions. The 73-74 edition also includes Directors, Trustees and Officers of grant-making organizations, as well as information concerning the number of applicants and number of awards given during the most recent year, when each organization and each program began, and the total amount of money awarded for each program during the most recent year. Published by Academic Media, 32 Lincoln Avenue, Orange, NJ 07050.

ANTIOCH TELEVISION SOFTWARE LIST is a catalog which includes 35 tapes dealing specifically with television media. Tapes are both original productions and off-the-air. Tapes listed are not for sale, but Antioch Television will make a copy for you upon request. Contact: Bob Devine, Department of Instructional Systems, Antioch College, Yellow Springs, OH 45387.

THE ARIZONA ASSOCIATION OF MEXICAN-AMERICAN EDUCATORS (AAMAE) is an autonomous, statewide organization that deals with innovation in Chicano education. AAMAE objectives are to enhance the existing educational system through educational innovation and by creating a supportive community base through conscious community solidarity. They have implemented a bilingual program at Phoenix Union High School. The major program proposal put forth by AAMAE is the development of a $9,000 cultural center to serve the Spanish-speaking people of Arizona. Contact: AAMAE, Phoenix Union High School, 5th and Van Buran, Phoenix, AZ 85004.

ASIA INFORMATION GROUP distributes literature on IndoChina. It publishes a newsletter entitled "War Bulletin." The newsletter features news reports monitored from the "Voice of Vietnam," a daily North Vietnamese shortwave radio news broadcast. In addition, AIG publishes pamphlets and speeches written by leaders of the revolutionary forces in IndoChina. For example, AIG recently published a pamphlet by a member of the Central Committee of the Vietnam Worker's Party entitled "To Mobilize and Unite All Anti-US Forces in the Country and the World to Defeat the U.S. Aggressors." Contact: AIG, Box 4400, Berkeley, CA 94704.

ASSOCIATION OF VIETNAMESE PATRIOTS consists of Vietnamese students and expatriots working to end the Indochina war. They provide workshops in Montreal to interpret the conflict through Vietnamese eyes. They can also send representatives to meetings in the U.S. They publish a bi-monthly newsletter, *Tien Phong*. Contact: AVP, Box 324, Station N, Montreal 129, Quebec, Canada.

BAY AREA CENTER FOR ALTERNATIVE EDUCATION (BACAE) is a collective of several organizations dedicated to "the idea of creating new concepts to change the current process of education." BACAE is comprised of the following organizations: (1) 2001, an experimental learning project for young people; (2) Orpheus, a college level alternative educational environment with an open curriculum; (3) New Ways, a clearinghouse for teachers and people searching for educational alternatives; and (4) Orpheus Publications, responsible for a newsletter and the BACAE Guide. The Guide of Alternative Education in the Bay Area is published twice a year and contains information concerning alternative schools, publications and groups connected with experimental education. Also available through Orpheus is the *Bay Area Free University Catalogue*. Contact: BACAE, 467 O'Farrell Street, San Francisco, CA 94102. Phone: (415) 474-3775.

BAY AREA INSTITUTE is a non-profit educational center seeking to draw together, expand and make more effective our intellectual and educational resources. The guiding principle of the Bay Area Institute is the growing need for action-oriented analysis on complex issues of foreign policy, the economy, and social movements, and for the wide and rapid dissemination of such analyses. The emphasis at Bay Area Institute is on Asian studies and Asian political affairs. Contact: Bay Area Institute, 604 Mission Street, Room 1001, San Francisco, CA 94105. Phone: (415) 986-5690.

BAY AREA RADICAL TEACHERS ORGANIZING COMMITTEE is dedicated to "taking part in the development of a new socialist movement" that will create change both in the schools and society. They have a resource center and they publish *No More Teachers Dirty Looks* which contains articles on the political and philosophical basis of education. Published quarterly, *No More Teachers Dirty Looks* costs $3 per year. Contact: BARTOC, PO Box 40143, San Francisco, CA 94140.

BERKELEY FILM HOUSE has recently been established to "provide an educational and clearinghouse facility for student and independent filmmakers at all levels." At present, the Film House is trying to develop a national distribution network for experimental and independently made films. The network will be divided up into several geographic and demographic districts for distribution. The Film House requests that interested groups or independent filmmakers send the following information for inclusion in the distribution network: (1) A list of the names and addresses of any individual, department, or other college organization in your community which would be interested in screening experimental films; (2) A list of the names and addresses of any commercial theatres or community organizations (e.g., film societies, alternative schools) that have a reputation for showing "avant-garde or foreign films." Contact: National Distribution Program, Berkeley Film House, 2908 Channing Way, Berkeley, CA 94704. Phone: (415) 843-6900.

BLACK PEOPLE'S UNIVERSITY is one of the oldest schools of community survival in America. The main purpose of BPU is to create an attitude of caring and sharing among the members of the black community. It operates a pre-school, a free school and a teachers' college to empower black Philadelphians with the skills and knowledge they need to survive in a technological culture. Courses offered include art, communications, economics, electronics, foreign languages, history, home and office management, music, politics, printing and reading, writing, and arithmetic. Admission to BPU is open to anyone who wants to learn and teach. Contact: Black People's University, 329 South 52nd Street, Philadelphia, PA 19139.

BLACK SCHOLAR, a monthly journal of black studies and research, is published by the Black World Foundation, a non-profit organization. In addition to publishing the journal, the foundation also maintains a Prisoner's Fund to provide inmates with educational materials. Through the *Black Scholar,* the foundation seeks to provide a forum for independent black ideological debate and development. The journal is available for an annual subscription fee of $10; single copies are $1.25. Contact: *The Black Scholar,* PO Box 908, Sausalito, CA 94965. Phone: (415) 332-3130.

THE BOSTON FILM CENTER, a project of the Foundation for Visual Communication, offers workshops in still photography, graphics and ceramics.

The center is staffed by young filmmakers and photographers, many of whom began as students at the center. In addition to workshops, the center conducts street filmmaking projects for children from the ages of 10 to 14 years. During the summer, the center runs a "Movie-bus," showing films outdoors throughout the Boston area. Photography exhibits are also sponsored by the center. Through the Foundation for Visual Communication, the Boston Film Center publishes a catalog of films for rent and sale. These films are 16mm, optical sound prints and have been written, filmed, and edited by the young filmmakers themselves. Films listed in the catalog reveal the young people's perceptions of inner-city living, and also offers them a creative outlet for visualizing their fantasies. Films such as "Summerthing," nominated for an Emmy in 1970, are offered. Contact: The Boston Film Center, 25 Church Street, Boston, MA 02116. Phone: (617) 338-7185.

BOSTON WOMEN'S HEALTH BOOK COLLECTIVE publishes a very informative book, *Our Bodies, Ourselves.* The book attempts to explore some of the myths surrounding women and their bodies and put women in touch with themselves. The collective also helps to initiate and teach courses on "Women and their Bodies." As a four-year-old feminist collective, these women hope to promote interest in health and sex education. Their book is available from Simon and Schuster in paperback for $2.95. For any clinic or health counseling group which can qualify, there is a clinic discount: (Clinic Discount: *Our Bodies, Ourselves* is available to clinics and other groups providing health counseling services, at a 70% discount—88.5 cents per paperback copy—plus shipping costs. Orders must be for 12 or more copies with payment and a document verifying health service status enclosed. The document must be a copy of a statement filed with a state or federal agency indicating health services or health education as a primary purpose of your group. Address orders to Clinic Copies, *Our Bodies, Ourselves,* Simon and Schuster, 630 Fifth Ave., New York, NY 10020. Copies so purchased may not be offered for resale, but contributions may be requested.) The collective address is: BWHBC, Box 192, W. Somerville, MA 02144.

THE BRAIN MISTRUST is a radical research group based in the Midwest. As a collective they have two primary purposes. First they inform people in their region about how multi-national corporations contribute to the maintenance of the American empire. Second, they assist young working

class people in their organizing efforts. For further information contact: Brain Mistrust, 209 North Thayer, Ann Arbor, MI 48104.

BRING YOUR OWN BAG: A REPORT ON FREE UNIVERSITIES written by Jane Lichtman explores the origins, types, goals, and changes in free universities in the United States. The report also examines the similarities and differences of the free u's that Ms. Lichtman visited on her information-gathering journey around the country. She also includes a "statistical overview" of the 110 free u's she examined. Listed is information such as number and kind of courses at independent free u's, size and location, and a comparison of "dependent" and "independent" free u's. Useful information on funding, setting up courses, and a section on "how to free u" are included. The report offers a useful overview of free universities and contains informative discussion of the development and the distinction of "dependent" and "independent" free universities. Available for $4 from the American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036.

BRITISH COLUMBIA ACCESS CATALOG is an excellent source of information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *British Columbia Access Catalog*, Box 5688, Station F, Vancouver, 12, BC, Canada.

CABLE TELEVISION: A GUIDE FOR CITIZEN ACTION is a guidebook for citizens seeking to understand the implications of Cable Television, the decisions which are being made about cable, and the actions which citizens can initiate in community control to cable access. *Cable Television: A Guide for Citizen Action*, is authored by Monroe Price and John Wicklein. It is published by Pilgrim Press for United Church Press. Paperback edition lists at $2.95. Contact: United Church Press, 1505 Race Street, Philadelphia, PA 19102.

CAMPAIGN FOR ADEQUATE WELFARE REFORM NOW " is organized to support a decent and healthy standard of living for all people. The term 'welfare reform' is being misapplied to the Family Assistance Plan, which is a step backwards. FAP would: lower income levels; force labor below minimum wage; and suspend due process of law for recipients and other poor

people. We favor legislation which would protect and advance those rights and benefits that have already been secured and represent real progress against poverty. A number of various organizations have endorsed CAWRN and monthly meetings are held at the Health and Welfare Council to talk about the goals, tactics, etc. of the organizations; people throughout the city are organized into regional groups to support CAWRN and to lobby for real welfare reform." Contact: Campaign for Adequate Welfare Reform Now, 1307 Sansom Street, Philadelphia, PA 19107. Phone: (215) 515-7433.

CAMPUS FREE COLLEGE is a new, continent-wide, non-residential college available to students in 175 towns and cities in North America. CFC is an independent, non-profit college and is not affiliated with any other institution. CFC students are not limited to the resources of campus-based institutions, nor are they restricted by the schedules, fee structures, or living styles often associated with them. The college's services are available to students from other institutions and to people not seeking credits and degrees as well as to those who find campus-free learning their best route to college graduation or professional training. CFC's catalog, which includes college procedures and a complete guide to program advisors and affiliated resource groups, is available from the Central Office for $2. They also publish *The Journal* "for those interested in learning more about self-directed, off campus studies." A 12-month subscription is $2. Contact: Campus Free College, 466 Commonwealth Ave., Boston, MA 02215. Phone: (617) 262-7226.

CENTER FOR CHANGE (CFC) is a revolutionary health care and educational organization. We are a collective of 40 workers. Our health services include: (1) Central Park People's Liberation Clinic–offers individual, group, and family psychotherapy and counseling. In December we will be opening a full medical clinic (314 W. 91 St. 595-5140). (2) Rochambeau Gardens Community Health Center–provides family psycho-therapy and counseling, consciousness-raising groups, and health workshops to people in a working class community in the North Bronx (3576 DeKalb Ave. and 236 E. Gun Hill Road 652-5280). (3) The Working Class Room–a liberation school for young people ages 3 to 18, open 8:30 to 5:30 in order to serve working parents (314 W. 91 St. 595-5140). (4) New York Institute for the Study of Revolution and Psychotherapy–offers ten-week workshops on revolution, teaching, and psychotherapy, and two-year therapist-training and teacher-training programs

(314 W. 91 St. 595-5140). (5) CFC Communications Section—publishes leaflets, pamphlets, and our weekly newspaper, which provide information about politics and health (314 W. 91 St. 595-5140). CFC is a member organization of Centers for Change, Inc., which is a N.Y. State tax-exempt educational organization. Contact: CFC, 2390 Broadway, Room No. 4, New York, NY 10024. Phone: 724-4758.

CENTER FOR CONFLICT RESOLUTION is involved in conflict education, nonviolent training, and "consciousness raising" sessions. The center gathers and catalogs resources, and promotes peace/conflict studies and research in educational institutions, as well as develops skills of conflict resolution and crisis intervention. The center is administered by a Coordinating Collective. Charges for CCR services are negotiable. At present, the collective is helping to create a Peace/Conflict Studies Program at the University of Wisc-Madison, a Peace Research/Action Collective, and a Community Conflict Project. CCR publishes a regular monthly newsletter. Contact: Center for Conflict Resolution, 420 North Lake Street, Madison, WI 53706. Phone: (608) 263-1747.

THE CENTER FOR CUBAN STUDIES is a resource, research center and library for information about Cuba since 1959. In addition to a comprehensive collection of books, periodicals, journals, and graphic materials from Cuba, the Center maintains a large collection of study materials donated by writers, filmmakers, scholars and others who have traveled to Cuba. The Center operates a reading room for people in the New York area, but can also handle mail requests from its members. For a brochure about the work of the Center and membership information, contact: Center for Cuban Studies, 186 West 4th St., New York, NY 10014. Phone: (212) 255-7966.

CENTER FOR CURRICULUM DESIGN (CCD) is a non-profit educational foundation that disseminates information about alternatives to post-secondary schooling. Not only does the center offer films, workshops, and consultations, it also sponsors an environmental network of an increasingly interesting scope. According to the CCD staff, the ultimate goal of this network is the "development of a computer-facilitated system of information exchange." In addition to developing this environmental network, CCD puts out a number of useful publications. These include workshop schedules, a

six-page quarterly featuring "innovative programs at 20 private junior colleges," and books such as *An Alternative Future for America II*, by Robert Theobald (Swallow Press). Of special interest is *Somewhere Else*, a directory of non-school learning (Swallow Press, $3.25). This directory lists and describes more than 400 entries of annotated learning resources "for those of any age who believe living and learning are one." This is an extremely useful book. And several of the write-ups in this Mini-Manual Resource Directory were taken from *Somewhere Else*. Contact: CCD, PO Box 350, Evanston, IL 60204. Phone: (312) 866-7830.

CENTER FOR LAW AND EDUCATION at Harvard University is an "interdisciplinary institute established by the U.S. Office of Economic Opportunity and Harvard University to promote reform in education through research and action on the legal implications of educational policies." The Center publishes a quarterly magazine *Inequality in Education*; annual subscription fee is $6. Contact: Office of Publications, the Center for Law and Education, Larsen Hall, 14 Appian Way, Cambridge, MA 02138.

CENTER FOR MARXIST EDUCATION is a group of people dedicated to the presentation and discussion of Marxism/Leninism, and it's continuity and present day value as a tool for social change. The Center for Marxist Education offers classes, forums, and activities for interested people in examining Marxism/Leninism. Contact: Center for Marxist Education, 29 West 15th Street, New York, NY 10011. Phone: 691-2341.

CENTER FOR NEW SCHOOLS is a non-profit corporation established to help communities in planning, operating, and evaluating experimental school programs. The Center people have participated in 15 experimental programs. Contact: Center for New Schools, 431 S. Dearborn, Suite 1527, Chicago, IL 60605.

CENTER FOR STUDY OF LEGAL AUTHORITY AND MENTAL PATIENT STATUS (LAMP) is in the process of completing a comprehensive study of commitment legislation for an article and trying to interest more lawyers in the problems of persons accused of mental illness. Trying to integrate their legal skills with the ideas of mental patient liberation, LAMP is planning the following research projects: (1) The impact of the sterilization

laws which exist in 19 states. (2) The commitment of minors by their parents without due process under "voluntary" statutes. LAMP is also trying to increase public information on commitment laws and current controversies in psychiatry. LAMP is looking for people who have experienced involuntary therapy and would like to share their story. On requests for information from LAMP, please send a stamped, self-addressed envelope and they will try to reply as soon as possible. Contact: LAMP, 2014 Channing Way, Berkeley, CA 94704.

CENTERPEACE is, according to editor Eric Davin, "simply to spread information helpful to radical school reform. We are concerned with both alternative schools and the public school system. We believe that both the building of alternatives and the continuing efforts to re-structure the public schools are necessary parts of the larger struggle for a just, equal and humane society." Originally a publication of the New England area, *Centerpeace* now speaks to a national constituency. A one-year subscription costs $4 for individuals and $8 for libraries. Contact: *Centerpeace*, 57 Hayes St., Cambridge, MA 02139.

CHALLENGE FOR CHANGE/SOCIÉTÉ NOUVELLE is a program designed "to improve communications create greater understanding, promote new ideas and provoke social change." Challenge for Change is an experimental program established by the Government of Canada with the National Film Board of Canada. In addition to publishing a free and very informative quarterly newsletter entitled *Access* the Challenge for Change people are also involved in communication projects which combine video workshops, theatre, public forums and an information and film distribution center. Through their publication *Access*, the Challenge for Change people deal with questions such as: "How can media be put to use as a tool for change?" "How are ordinary people making use of communications media?" and "Will direct citizen access lead to a more human use of media—instead of media abuse of humans?" Their publication is broad in scope, attempting to deal with media access and its application as a tool for social change, and a very impressive and useful tool itself. Contact them for back issues of the newsletter and listings of films. Contact: Challenge for Change/Société Nouvelle, c/o National Film Board, PO Box 6100, Montreal 101, Quebec, Canada.

CHICAGO AREA GROUP ON LATIN AMERICA is an independent organization seeking solidarity and integration with other Third World struggles. The group is intercultural and a collective of people from various countries and backgrounds who are especially interested in Latin American issues. They will attempt to function as a regional center, to collect material from and about Latin America and make it available for research and distribution in the Midwest. CAGLA publishes a monthly newsletter featuring articles on imperialism and liberation in Latin America. People are invited to visit their storefront center, the New World Resource Center, to rap, browse through their library, and obtain literature. A $2 donation is asked for 10 issues of the newsletter. Contact: CAGLA, 2546 N. Halstead, Chicago, IL 60614. Phone: (312) 348-4470.

CHICAGO AREA RESEARCH GROUP is a group doing power structure research. They have compiled a list of the officers and directors of every major economic, social, political and civic organization in metropolitan Chicago. The list is cross-indexed by both the individuals and institutions to show interlocking directorates and power strongholds. As well as the *Directory of Interlocks,* they have published their methodology. Available for $1. Contact: CARG, Box 247, Evanston, IL 60204.

CHICAGO CONNECTIONS is a prisoner assistance group which offers referral services to prisoners and their families. Connections conducts legal research and investigation, and is involved in public education on prison issues. The newsletter put out by Connections is free to all prisoners, and subscriptions for "impoverished" groups is $3 per year; $5 per year for established groups. As an anti-profit group of volunteers, Connections hopes to enlarge their contacts and support until they are "no longer needed because there will be no more massive penal institutions." Contact: Chicago Connections, 21 East Van Buren, Chicago, IL 60605. Phone: (312) 939-4227.

CHICAGO WOMEN'S LIBERATION UNION is a radical women's liberation organization with a city-wide membership of close to 300 women. Their programs are aimed at changing the lives of all women and working towards building a new society in which all people will have the opportunity to develop their full potential. Women in the CWLU have concentrated on three areas of program: Action—to make concrete changes in the institutions

that affect our every-day lives; Service–to offer alternate institutions to make women's lives better by helping to meet their needs now; and Education–to help women to learn things about themselves and their society that women are not normally expected to be encouraged to learn. Programs include: Direct Action for Rights in Employment (DARE), the Abortion Task Force, the Health Project, Rape Crisis Line, Legal Clinic, the Graphics Collective, Liberation School for Women, Womakind. They have posters to sell for $1.50 and an information packet for $1 plus $.50 postage. They are eager to hear about other existing groups. Contact: CWLU, 852 W. Belmont, Chicago, IL 60657. Phone: (312) 348-4300.

THE CHICANO ASSOCIATION FOR STUDENT ASSISTANCE (CASA) is a self-help project formed by Chicano faculty and students. CASA's main objectives are as follows: (1) to offer scholarships and fellowships to qualified Chicano students who otherwise could not attend UCLA, and (2) to provide salaries for tutors who will help orient the students to the university community. The association does not provide this assistance itself, but rather works through three existing UCLA programs: the Academic Advancement Program (AAP), the Educational Opportunities Program (EOP), and the Graduate Advancement Program (GAP). Contact: Manuel Ruiz, c/o UCLA Alumni Association, UCLA, 405 Hilgard Ave., Los Angeles, CA 90024. Phone: (213) 825-1437.

CHICANO PRESS ASSOCIATION is planning to establish a national center for the distribution of films made by Chicanos concerned about the struggles of their raza. Anyone interested in helping to set up the center should contact El Barrio Communications Project, PO Box 31004, Los Angeles, CA 90031.

CINEÁSTE is a film magazine which consistently presents a radical political perspective on the cinema–from the ideological implications of Hollywood's consumer cinema to revolutionary cinema from the U.S., Europe, and the Third World. Each issue features articles, interviews, and reviews, it's published quarterly for $1 an issue, or $4 a year. Sample copies of their special number on "Radical American Film," are available for 50 cents a copy. Contact: *Cineáste*, 244 W. 27th St., New York, NY 10001. Phone: (212) 989-3330.

CLEARINGHOUSE FOR PROFESSIONAL RESPONSIBILITY is a Ralph Nader project accepting information on a confidential basis from corporate and governmental professionals about employer's policies or practices that they consider harmful to the public (consumer) interest. Contact: CPR, PO Box 486, Washington, D.C. 20044.

CLEARINGHOUSE OF THE NATIONAL ASSOCIATION FOR AFRICAN AMERICAN EDUCATION has available a "Roster of Black Education Organizations" which lists the name of the organization, addresses, and includes several hundred listings. The roster is available from the Clearinghouse for $.50 per copy. The list has not been periodically up-dated. Contact: Clearinghouse of the National Association for African American Education, c/o Afram Associates, Inc., 68-72 East 131st Street, Harlem, NY 10037. Phone: (212) 690-7010.

THE COLLEGE LAW BULLETIN is a journal published monthly (except for July and August) by the National Student Association. It contains a summary of recent court decisions concerning student and faculty legal rights as well as announcements of recent cases filed and articles of interest. The scope of the publication covers freedom of speech and expression, due process, search and seizure, privacy, and other issues pertinent to students and faculty. Subscriptions are $7 per year or $13 for two years. There is a special subscription rate of $4.50 per year for students at NSA member schools. Write to *College Law Bulletin,* 2115 "S" Street, N W, Washington, D.C. 20008.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP), an activity of the College Entrance Examination Board (CEEB), was conceived to serve the "non-traditional" student who has acquired knowledge through correspondence and university extension courses, educational television, adult education programs, on-the-job training and independent study. CLEP "enables adults and unaffiliated students to demonstrate their knowledge and validate their learning by receiving college credit on the basis of examination." Two types of examinations are offered by CLEP: (1) General: an exam designed to measure achievement in five basic areas of liberal arts; (2) Subject Examination: designed to measure achievement in specific courses. The cost of the General Exam is $15 for the first test, and $30 for two to five exams. The

Subject Exam cost is $15. CLEP might actually be useful if you have acquired knowledge and experience, and are looking for academic credit. Contact: CLEP, 888 Seventh Avenue, New York, NY 10019. Phone: (212) 582-6210.

COLLEGE PRESS SERVICE is a twice-weekly news service aimed at college newspapers and dealing with events that concern students. Each packet contains six pages of copy and two of graphics. CPS also fights censorship of the student press and seeks to raise the consciousness of college editors. It pays $5 to $10 for any nationally oriented stories that it runs. Published from September to June. Contact: CPS 1452 Pennsylvania Ave., Denver, CO 80203. Phone: (303) 831-7240.

THE COMMISSION ON VOLUNTARY SERVICE AND ACTION has put together *Fund Raising for Non-profit Organizations,* a compilation of speeches and discussions from a "Consultation on Fund Raising" covering such things as foundations, federal grants, professional fund-raisers, etc. Contact: CVSA, 475 Riverside Dr., New York, NY 10027. Phone: (212) 870-2161.

COMMITTEE FOR ACTION/RESEARCH ON THE INTELLIGENCE COMMUNITY provides an accurate alternative analysis of the practices, organization and objectives of the U.S. intelligence apparatus. They publish a quarterly bulletin, *Counter-spy,* and a bi-weekly *Intelligence Report* (subscriptions $6 per year for individuals, $10 for institutions). They are preparing several guides to researching intelligence and maintain a library, the Intelligence Documentation Center (IDC) available to researchers and journalists. Contact: CARIC, Box 647, Ben Franklin Station, Washington, D.C. 20044. Phone: (202) 785-8330.

COMMITTEE FOR PRISONER HUMANITY AND JUSTICE acts as a clearing house for prisoner problems. More than 5,000 requests for assistance were serviced in 1972. The committee also maintains a resource and research center focusing on prisons and "criminal justice" in America. Other services of the committee include serving as criminal justice consultants, providing a speakers bureau, and conducting on-going projects and special information programs. Involved in both prisoners' rights and the abolition of prisons as we know them now, the committee is especially interested in developing

alternatives through community-based corrections. Also available is the CPHJ Newsletter, free to anyone who requests it. Contact: CPHJ, 1029 Fourth Street, Room 37, San Rafael, CA 94901. Phone: (415) 454-5700.

COMMITTEE OF COMMUNITY SCHOOLS is a research organization started by six community schools in New York City. CCS explores ways in which public funds might be made available to community controlled, tuition free, alternative schools. The long-range goal of CCS is to develop a program to insure the financial security of community and independent public schools in the state of New York. CCS has compiled a comprehensive and current list of alternative schools in New York state. The list is arranged by regions, and is available on request. *The Worksheet,* a monthly newsletter is also published by CCS. Contact: CCS, 760 West End Avenue, New York, NY. Phone: (212) 666-8764.

COMMITTEE OF CONCERNED ASIAN SCHOLARS is a nation-wide political/scholarly organization dedicated to fundamental change in the concepts and purposes of current American scholarship on Asia. CCAS has nineteen local chapters that have organized seminars, conducted individual and collective research and participated in demonstrations for alternative plans in Asian Study. They publish *Bulletin of CCAS* ($4 a year and $2 introductory subscription) and *CCAS Newsletter.* Contact: Committee of Concerned Asian Scholars, 1737 Cambridge Street, Cambridge, MA 02138 or 2128 Shattuck, Room 216, Berkeley, CA 94704.

THE COMMUNICATION COMPANY, operating as a loose collective of people, is concerned with "the creation of supporting alternative structures and access-routes and with development . . . through change and communication." The Communications Company offers free training in two ways: apprenticeships and training classes. The apprenticeships last for two to six months. They consist of working in and for the graphics arts cooperative of the Communication Company with training primarily in actual production work. The training classes require less time and commitment than the apprenticeships. They are designed to give a broad survey of printing and publishing methods, economics, distribution, etc. The Communication Company provides technical assistance and consultive services on a "floating fee scale which takes into account the financial, political and social base of the group

contracting for the services." In addition to publishing and graphics design services (which the Communications Company tries to maintain on a basis of "street availability"), a catalogue of bulletins, brochures, handbills, and other publications is available on request. Movement groups are given special price consideration on publication costs. An extensive library of organizing materials and printed matter has been compiled by the Communication Company people. Including card files or organizations, resources and services classified by geographic location and type of service, the file system covers "Education." This category includes research materials on progressive and experimental schools, free schools, free u's, cooperative trade and craft schools, alternatives within the traditional structures." Contact: Communication Company, PO Box 6723, Columbus, OH 43209.

COMMUNITY ACTION ON LATIN AMERICA tries to promote the cause of liberation in Latin America. They do anti-corporate research regarding multi-national companies which exploit Latin America as well as providing films and a newsletter about Latin America. Subscriptions to their newsletter are $2 per year. Contact CALA, 731 State St., Madison, WI 53703.

COMMUNITY FOR CREATIVE NONVIOLENCE (CCNV) is a group of unpaid volunteers which offers workshops and seminars on nonviolence and resistance strategies, and maintains an information and resource center. Additional services of CCNV include a free soup kitchen, a "hospitality" house, a medical clinic, legal services clinic, and a pre-trail community house. All these services are free. Educational materials, including reprints are available from CCNV. Contact: CCNV, 1329 N Street, NW, Washington, D.C. 20005. Phone: (202) 232-7836.

COMMUNITY MARKET CATALOG is a national mail order catalog describing 35 cooperatives, communes, groups and communities and their handcrafted products. People who are building new cultures and passing on traditional skills need money from their goods in order to survive and "promote peace, good will and well-being." Contact: *Community Market Catalog*, 849 Edkins Ave., West Chester, PA 19380.

COMMUNITY PUBLICATIONS COOPERATIVE (CPC) is a group trying to build a network of co-ops, communes, collectives, and communities.

The long-range goals of CPC include establishing an alternative publishing house and an alternative distribution service for literature about new life styles. In creating an alternative publishing house, CPC hopes to offer writers the opportunity to disseminate their ideas and to publish their materials. Presently, CPC's function is the publication of a bi-monthly magazine entitled *Communities*. This magazine describes and discusses communes, cooperatives, and collectives, in addition to analyzing ideologies and theories relevant to the communal movement. *Communities* is "a forum for the exchange of experiences, feelings and ideas between people and groups interested in community." The magazine not only represents the initial formation of an intercommunal communications network, it also is the result of a merging of three former movement publications, *Alternatives, Communitarian* and *Communitas*. The first issue of *Communities* contains the current "Commune Directory. It costs $1 per single copy, $6 per yearly subscription (7 issues). CPC offers books on community from many publishers at a 10 per cent discount through Community Bookshelf. Box 426, Louisa, VA 23093. Contact: Community Publications Cooperative, Box 223, Yellow Springs, OH 45387.

COMMUNITY SCHOOLS is a Toronto-based magazine which has recently expanded and now covers issues such as the community school concept, sexism in education, and the function of teacher's organizations. It is published ten times per year by the Community School Workshop. Subscriptions are available at $2.50 for students, $5 for people, and $15 for institutions. Contact: *Community Schools*, 171 College St., Toronto 2b, Ont., Canada.

COMMUNITY VIDEO CENTER is trying to coordinate experimental research, community participation and a national clearinghouse for video. Associated with Federal City College in Washington, D.C., the Center is pulling together people who are excited about video and its application to the problems of the inner city. They are teaching drug addicts how to use video hardware and make their own tapes. An experimental program will put video equipment into the hands of about 100 children. Contact: CVC, Division of Community Education, Federal City College, 1411 "K" St. N W , Washington, D.C. 20005. Phone: (202) 628-5880.

COMMUNIVERSITY, a "living alternative to overstructured education," publishes a free catalog of classes which are "free and open to everyone." Communiversity, part of California State University at San Francisco, has designed a number of classes with no teacher or organizer, in which "responsibility for creating an energetic exchange is completely shared." The free Communiversity catalog contains a very useful directory of cheap educational alternatives and learning resources in the city of San Francisco. Contact: Communiversity, San Francisco State College, 1600 Holloway, Hut B, San Francisco, CA 94132. Phone: (415) 586-2600.

COMPUTER PEOPLE FOR PEACE is an anti-profit group which organizes workshops and action against misuses of computer technology in war, racism, and poverty. They publish *Interrupt*, a newsletter about corporate organizing and radical implications of technology (including computers in weaponry, intelligence work, automation and education). *Interrupt* is free upon request. Also, three pamphlets entitled, "Computers & War," "Health," and "Data Banks" are available for $1. Contact: 291 Sterling Place, Brooklyn, NY 11238.

CONNECTICUT PEOPLE'S YELLOW PAGES is an excellent source of information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *Connecticut People's Yellow Pages*, c/o Joel Rogers, 636 Howard Ave., New Haven, CT 06519.

CONSCIENTIOUS CONSUMER'S BULLETIN is an educational consumer's newsletter published monthly to provide people with information that can help them advance social change through conscious boycotts and selective purchasing. Manufacturers of common consumer goods are denounced for practices which the publishers (unpaid volunteers) feel to be irresponsible. Those cited are only a few of many corporate violators. Contact: CCB, 1609 Connecticut Avenue, NW, Washington, D.C. 20009.

CONSUMER EDUCATION AND PROTECTION ASSOCIATION is a mutual self-help organization of consumers. CEPA attempts to assist individuals and consumer groups with grievances, organizes activities on consumer issues, and participates in electoral struggles. In addition, CEPA publishes a monthly newsletter entitled *Consumers Voice*, which carries reports of CEPA

activities. Contact: CEPA, 6048 Ogonz Avenue, Philadelphia, PA 19141. Phone: (215) 424-1441.

COORDINATING CENTER FOR EDUCATION IN REPRESSION AND LAW is both a living and working collective which serves as a clearinghouse for information on all aspects of repression. They have produced a series of information packages on such topics as surveillance, grand juries, prisons, etc. They ask $1 to cover costs. Contact: CCERL, 1616 Longfellow St., NW, Washington, D.C. 20011. Phone: (202) 723-0111.

COUNCIL ON RELIGION AND THE HOMOSEXUAL, founded in 1964, works to promote dialogue between the religious community and the gay community. They offer symposia for professionals, speakers, publications, referrals. Membership is $5. Contact: Rev. Bill Johnson, Exec. Dir., Council on Religion and the Homosexual, 83 McAllister, Room 421, San Francisco, CA 94102. Phone: (415) 863-2295.

DIRECTORY OF LITTLE MAGAZINES, SMALL PRESSES, AND UNDERGROUND NEWSPAPERS is a 168-page book which lists and describes hundreds of alternative and small publications from the United States, Canada, Europe and Asia. The directory provides information about the publishing schedule, cost and format of about 1,000 publications. In addition it provides information about advertising rates, key staff members, manuscript policies, etc. Most libraries, resource centers and alternative education projects will find this a very useful directory. It is complemented by the *Directory of Small Magazine-Press Editors and Publishers.* As its title indicates, this directory lists editors and publishers of small magazines in alphabetical order and includes the name and address of his (or her) press or periodical. This directory and its companion directory are available from Dustbooks for $3.50 each. Contact: Len Fulton, Dustbooks, 5218 Scottwood Road, Paradise, CA 95969. Phone: (916) 877-6110.

DISADVANTAGED WOMEN FOR A HIGHER EDUCATION, INC. is a non-profit support group lobbying for disadvantaged women entering and attending the University of New Hampshire and other New Hampshire colleges. Acting as an information resource for low-income women, the group hopes to "open up access to education" and sees higher education as one

means to survival for independent women. They have organized a day care center, offer counseling, circulate a communications newsletter, and operate from a perspective of advocating low-income and independent women's feminism. In viewing higher education as elitist, these women hope to continue to bring others into higher education and to organize women around their own needs. Contact: Disadvantaged Women for A Higher Education, Inc., 1 Incinerator Road, Durham, NH 03824. Phone: (603) 862-2350.

DO IT is an excellent source of information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *Do It*, 1921 21st. St., Boulder, CO 80202.

DO IT NOW FOUNDATION of Southern California has been providing drug education services for six years. Services include speakers, literature, film presentations and information as well as anonymous drug analysis. DO IT NOW also provides an open 24-hour "hotline" as well as vocational and psychological counseling for addict "re-entry." There are no charges for services. As a non-profit organization of primarily volunteers, DO IT NOW hopes to expand their drug education services further through national and international education offices. Nationwide distribution of DO IT NOW literature and educational materials is handled by the National Media Center of the DO IT NOW Foundation, in Phoenix, Arizona. (PO Box 5115, Phoenix, AR 85210). Contact: DO IT NOW, Southern California, 6136 Carlos Avenue, (office), PO Box 3753, (mailing address), Hollywood, CA 90028. Phone: (213) 463-6851.

EDCENTRIC MAGAZINE is a national journal of radical educational change and alternatives. Edited by the *Edcentric* Collective (which put together this resource directory and helped edit this book), the magazine is designed to link people in the educational reform movement to other liberation movements throughout the U.S. and the world. Featuring articles by well-known authors (such as Herb Kohl, John Holt, Michael Rossman, etc.) and little known organizers, the magazine tries to cover a broad spectrum of educational change activities. Also included in this magazine is a "movement section" and a resource directory which together list and describe organizations, publications and other resources for change in and around education. A subscription to *Edcentric* is $5 for an eight-issue, one-year subscription (institu-

tions pay $8). Single copies are $1. Contact: *Edcentric*, PO Box 1802, Eugene, OR 97401. Phone: (503) 343-0810.

EDITIONS LATIN AMERICA publishes books, speeches, and pamphlets on liberation movements in Latin America. Some of their available literature includes *Brazil: 1964 to the Present*, and the *Political Economy of Population Control in Latin America*. For their publications catalog, contact: Editions Latin America, PO Box 218, Station "N," Montreal, Quebec, Canada H2X 2N2.

EDUCATION ACTION FUND offers advice and financial assistance in times of crisis for integrated inner-city free schools. Contributions to the fund are always welcome. Contact: Education Action Fund, PO Box 37, Cambridge, MA 02138.

EDUCATION DEVELOPMENT CENTER (EDC): Open Education Advisory is a resource staff of 20 persons with varied competencies and experiences available for both school personnel and communities locally and nationally interested in moving toward open education. The Advisory provides individualized assistance to interested teachers of elementary, secondary and extra-school situations, as they establish their own form of open education or an open classroom. Now available from EDC is their film and publication catalog which lists and describes more than 40 films. Costs for publication materials are included. Contact: EDC, Publications Office, 55 Chapel Street, Newton, MA 02160. Phone: (617) 969-7100.

EDUCATION EXPLORATION CENTER (EEC) is a clearinghouse providing resource information on alternative education. EEC offers an educational referral service, a drop-in center with current information on alternative education and practical teaching ideas, maintains a file of current periodicals, magazines, and literature, as well as publishing a monthly newsletter and quarterly journal. Composed of a collection of organizations and individuals, EEC is primarily concerned with the need for many alternative ways of learning and the greater need for community involvement in educational decision-making. EEC also conducts workshops, maintains speakers, and is willing to share their resources. Contact: EEC, 3104 16th Avenue South, Minneapolis, MN 55404. Phone: (612) 722-6613.

THE ELEVENTH STREET GANG PINK PANTHER PRESS is a delightful "magazine" written and illustrated by the students of Children's Community School—a K through 6th grade low-income free school in Eugene, Oregon. The first (and thus far only) issue of the magazine includes several interesting short stories including one entitled "What the Word Kid Means"—a manifesto and warning to adults that the word "kid," like the word "girl," is degrading. Mail order copies of this magazine are available for $1. Contact: Children's Community School, PO Box 1802, Eugene, Oregon 97401.

ETHOS is an excellent source of information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *Ethos*, Box 1175, Little Rock, AR 72203.

EVANSTON PEOPLE'S YELLOW PAGES is an excellent source of information about alternative services such as free clinics, free u's, food co-ops, switchboards, and others. Contact: *Evanston People's Yellow Pages*, c/o Robert Shurtleff, Lunt Hall, Evanston, IL 60201.

EVERYWOMAN is "a pioneering feminist magazine with articles on menstrual extraction, vaginal politics, sexism in employment agencies." In addition, regular features include an analysis of sexism in language and history, fiction, poetry, and articles covering multiple phases of the feminist movement. Back issues are available in sets by year. For instance, the 1970 set costs $3.50, the 1971 set costs $5, and the 1972 set costs $2. The introductory feminist pamphlet is 25 cents. Also available: *Collection of Feminist Stories* ($2), and *Study of Image of Women in Homophile Literature* ($1.50). Add 15 per cent for postage to orders. Contact: *Everywoman*, 6516 West 83rd Street, Los Angeles, CA 90045.

FAR EAST REPORTER attempts to "make available significant facts and analyses contributed by competent writers of the FarEast." *The Reporter* has contained articles in the past such as "Chinese Women: Liberated" and "The Cultural Revolution in a Commune Village." Of special interest is the issue which contains an education critique from China, "Pedagogical Theory: Bourgeois or Socialist?" Edited from a radical perspective, *The Reporter* offers many useful insights into political issues of China and the Far

East. Annual subscription is $2. Contact: Maud Russell, Publisher, PO Box 1536, New York, NY 10017.

FEMALE LIBERATION, a feminist group, publishes a quarterly magazine, *The Second Wave*, and a newsletter to inform women on issues of special concern to feminists. The group organizes women to take action on feminist issues, forms consciousness-raising groups, leads weekly discussions as well as maintaining a speaker's series. In addition, they have files of resource information on female liberation, maintain a library of books and publications and sell literature. All services are free except for the speaking engagements and their magazine ($3 per year), and newsletter ($3 per year). Contact: Female Liberation, 639 Massachusetts Avenue, Cambridge, MA 02139. Phone: (617) 491-1071.

THE FEMINIST PRESS is a non-profit educational and publishing corporation founded in 1970 to produce some of the new feminist literature needed in educational reform. Presently, the Feminist Press is engaged in five education projects: community workshops on children's books, a program of inservice courses for teachers, the clearinghouse on women's studies, women's studies newsletters, and producing non-sexist educational materials. The Press has published more than a dozen paperback feminist biographies, non-sexist children's books, and books and reprints of women's works from the past. Contact: Feminist Press, Box 334, Old Westbury, NY 11568.

FEMINIST STUDIES is an interdisciplinary journal providing a forum for feminist analysis and debate. The current issue, Vol. I, Nos. 3-4, is a special double issue on women's history; the price is $3. Vol. I, No. 2 is still available and sells for $2. Beginning with Vol. II, a personal subscription is $6; institutional/library subscriptions are $9. Contact: *Feminist Studies*, 417 Riverside Drive, New York, NY 10025.

FEMINISTS ON CHILDREN'S MEDIA has available a bibliography of non-sexist children's books titled *Little Miss Muffet Fights Back* (send 50 cents plus a stamped–20 cents–self-addressed No. 10 envelope). Also available, for free, is a bibliography of literature on sexism in children's books. Contact: Feminists on Children's Media, PO Box 4315, Grand Central Station, New York, NY 10017.

FILMS FOR SOCIAL CHANGE is a cooperative of filmmakers who help other filmmakers distribute their films on the revolutionary struggles in this country and around the world. They try to make their films available to those groups unable to pay the rental fee. Contact: FSC, 6244 Delmar, St. Louis, MO 63130. Phone: (314) 826-5544.

THE FORD FOUNDATION is now in the fourth and final year of its "Venture Fund" Program which is designed to "enable college administrators to respond quickly to new ideas or projects that might enrich the liberal education of undergraduates." They have, thus far, awarded $8 million to twelve institutions in the West, twelve in the South, and most recently, twelve in the Midwest. Grants for the Northeast region will be made in 1974. Although these (and virtually all university related Ford Foundation grants) are administered through the college president's office, it is, of course, possible for students or faculty to organize a program and get it funded through the university or college administration. The "Venture Fund" is only one of several Ford Foundation programs to aid innovation in higher education. Among a wide range of activities, Ford funds some Third World projects. For more information contact: Ford Foundation, 320 E. 43rd Street, New York, NY 10017. Phone: 573-5000.

THE FOUNDATION CENTER gathers and disseminates information on the philanthropic foundations through programs of library service, publications, and research. The Center's libraries in New York and Washington, D.C. contain extensive collections of books, documents and reports on the foundation field, and current files on the activities and programs of more than 26,000 foundations in the United States. The Center publishes several reference works including *The Foundation Directory,* The Foundation Center *Information Quarterly,* and *The Foundation Grants Index* (annual). They also publish a free 16-page pamphlet covering topics such as: what a foundation will look for when you submit a grant proposal, how to find in foundation information descriptions of the various services and publications of the center, a brief bibliography on philanthropic foundations, and a list of regional reference collections with information on foundations. Contact: The Foundation Center, 888 Seventh Avenue, New York, NY 10019. Phone: (212) 489-8710--or 1001 Connecticut Avenue, Washington, D.C. 20036. Phone: (202) 347-1400.

THE FOUNDATION DIRECTORY, **EDITION 4, (1971),** is a 642-page book which was prepared by The Foundation Center and is distributed by Columbia University Press. The directory describes 5,454 major (and many minor) foundations in the United States with information about their purpose and activities, their donors, financial resources, and names of officers and trustees or directors. The directory is organized geographically by state so that it is easy to find local foundations (the kind often most likely to fund local projects). There is an introduction which gives some hints on fund raising and discusses various ways to approach foundations. This is one of the basic tools for fund raising and is usually available in most university and many city libraries. It may be purchased for $15 from Columbia University Press, 136 South Broadway, Irvington-on-Hudson, NY 10533.

FOUNDATION FOR CHANGE is an independent, non-profit organization which prints and distributes free literature about racial discrimination and poverty. Teachers especially will be interested in the foundation's FREE packet of pamphlets which includes the following literature: *Test Your Textbooks, Definitions of Racism, Minorities and Education, Black American Freedom Fighters, Chicano and Proud* (bi-lingual), *Puerto Rican and Proud* (bi-lingual), and *Indian and Proud.* The pamphlets are designed for English or social studies classes at the sixth to twelfth grade level. Samples are available for 24 cents postage. All of the materials available from the Foundation are free, but the Foundation does request that you pay parcel post charges for bulk orders. Contact: Foundation for Change, Room 306, 1841 Broadway, New York, NY 10023. Phone: (212) 765-2074.

FREE LAW SCHOOL is a pioneer effort, in its attempts to interest and train people in "frontier issues" of the law and innovative techniques which are ignored in traditional law schools. Courses are open to lawyers, law students and lay people. FLS hopes to create a new trust between lawyers and their clients, to break down the barriers which sometimes set lawyers apart from the people they serve. Courses last 6 to 8 weeks and cost $5 for administrative expenses and materials. Recent courses have included Juvenile Law, Military Law, Prisoner's Rights, Labor Law and Basic Research. Teachers included radical lawyers, jailhouse lawyers and members of a women's group. Contact: Free Law School, 1307 Sansom, 3rd Floor, Philadelphia, PA. Phone: (215) 732-4222.

FREE LEARNING EXCHANGE "invites all people to register both the skills or skill they would be willing to teach and the subjects they would like to learn." The exchange will then try to link these people according to their interests. Contact: The Free Learning Exchange, c/o Paul Knatz, 305 Riverside Drive, Apt. 7-E, New York, NY 10025. Phone: (212) UN 5-9634.

FREE UNIVERSITY DIRECTORY (FUD), put together by Jane Lichtman and published by the American Association for Higher Education in 1972, contains a listing of many free universities in the United States. Over 100 free u's are listed in this directory and descriptions of their programs are included. Information in the description includes: affiliation, number of students per year (compiled in 1971), number of courses per term, tuition and fees, special projects, budget, and year founded. Copies of the *FUD* are available for $1.50 from the American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036.

FRIENDS OF HAITI is a living-working collective that tries to "keep the American people constantly aware of U.S. involvement in the internal affairs of Haiti." The Friends produce regular programs on Haiti for WBAI-FM radio and public-access cable TV, both in NYC. Contact: Friends of Haiti, Box 365, Hopewell Junction, NY 12533. Phone: (914) 226-6282.

FRIENDS OF MICRONESIA provides information to create a public awareness of the exploitative administration of Micronesia by the U.S. government. They are working also to prevent the resurgence of American militarism in Micronesia, and support attempts to end U.S. aggression in other parts of Asia and to end the destruction of Micronesian islands, the forced removal of population, the radioactive contamination of Marshallese, and the discriminatory and political power of U.S. officials. Their newsletter, *Friends of Micronesia,* is published quarterly and is available for $5 per year for individuals, $12 per year for institutions. Foreign subscribers pay $2 extra. Bulk rates available. Contact: Friends of Micronesia, 2325 McKinley Ave., Berkeley, CA 94703. Phone: (415) 849-1715.

FRONT LINE is a newsletter devoted to "reporting news from the Greek underground and participating in the rebirth of Greek socialist sentiment in the United States." The *Front Line* editors are primarily interested

in reaching the Greek-American commun ty directly with news and commentary such as "A Message to Greek Socialists in the United States" (which appeared in the most recent issue). However, the publication also offers useful first hand information for those who are uninformed about the oppressive Greek government and the development of Greek resistance activities. Two recent issues of *Front Line* carried articles and discussions of the Greek student resistance movement. *Front Line* has been in existence for over a year now. The first five issues of the newsletter are available for only $1. As a small independent publication, *Front Line* will appreciate any additional contributions. Write for publications list. Contact: *Front Line*, PENA, Box 5128, Clinton, NJ 08809.

FUTURES INFORMATION INTERCHANGE (FII) is a volunteer group in the School of Education, Future Studies Program of the University of Massachusetts. FII publishes a newsletter focusing on "in-service teacher curriculum and methods," available at no cost. A *Future Studies Bibliography* is available from FII for a cost of $4. FII will be conducting workshops on "curriculum development and in-service training" for teachers in the fall. Contact: FII, School of Education, University of Massachusetts, Amherst, MA 01002. Phone: (413) 253-5475.

GAY PEOPLE AND MENTAL HEALTH is a monthly bulletin published by gay activists who are trying to provide a forum for discussion of the issues and problems faced by mental health workers trying to relate to gay people. Rather than concentrate on lengthy discussions, however, the bulletin will try to act as a bulletin-board for resources and events of joint concern to gay people and mental health workers. Contact: GPMH, PO Box 3592, Minneapolis, MN 55403.

THE GAY STUDENT CENTER of the National Student Association publishes *InterChange*, a newsletter, and offers a gay studies course syllabi exchange. The January-February 1973 issue of *InterChange* features an article entitled "The Trials of a Gay Teacher." This article describes the discrimination and harassment experienced by a man who has become "a symbol and leader of the struggle against oppression of gay people in the teaching profession." The article also discusses the firings and transfers of other gay teachers and the ensuing court battles. In addition to *InterChange* the center publishes

more than a dozen course outlines for gay studies courses being taught throughout the United States and Canada. These course outlines could be very useful to people who want to develop their own study centers or introduce gay courses on campus or in the community. Cost for xerox copies is $2. If you know of any gay courses being taught, please share the course outline with others. Contact: NGSC, 2115 "S" Street, N W , Washington, D.C. 20008. Phone: (202) 265-9890.

GAY STUDIES PROJECT OF THE NEW YORK GAY ACTIVIST ALLIANCE (GAA/NY) has announced that it is planning to publish a newsletter on gay studies. Richard Wandel, president of GAA/NY has made the following statement about the need for such a newsletter: "Because these (gay) courses are a recent development, there is little exchange of information. Teachers and students in one school don't know what is being done elsewhere." Therefore, GAA/NY is trying to collect information about courses currently included in gay studies programs throughout the nation. If you can help, contact: GAA Gay Studies Project, 99 Wooster Street, New York, NY 10012.

GAY SUNSHINE is a journal of gay liberation published bi-monthly in San Francisco and circulated nationally. The publication concentrates on gay politics, personal accounts, poetry, graphics and interviews. Recent issues include in-depth interviews with poets such as Allen Ginsberg and John Wieners as well as material written on and by gay prisoners. Also available (through the Gay Liberation Book Service), is a free list of publications and materials. The list offers books, periodicals, pamphlets and poetry on gay liberation. Both *Gay Sunshine* and the Gay Liberation Book Service can be reached by contacting: PO Box 40397, San Francisco, CA 94140. Phone: (415) 824-3184.

GEMINI INSTITUTE, CONSULTANTS FOR EXPERIMENTAL EDUCATION PROGRAMS was formed to support and promote experimental education in the Midwest. They are primarily concerned with curriculum development and design. Contact: Gemini Institute, 8160 Sycamore Road, Indianapolis, IN 46240. Phone: (317) 257-3215.

GRANMA WEEKLY REVIEW is the weekly summary of *Granma,* the daily newspaper of the Communist Party of Cuba. Published in English (as well as several other languages), *Granma* covers both the news of Cuba (as it is written for the Cubans) and international news. It is very interesting to see the difference between the international news as reported in *Granma* and the news as it is carried in the U.S. press. *Granma* is airmailed to the U.S. weekly. A one-year subscription is $5.50. Contact: *Granma,* Ave. General Sudrez y Territorial, Plaza de la Revolucion, "Jose Marti," Havana, Cuba, Apartado 6280. Phone: (overseas operator required) 70-6521.

THE GRAY PANTHER NETWORK is a coalition of older and younger people exploring societal values (especially agism) which bring about oppressive life conditions in order that we may activate effective social change and aid in the freedom to self-determination. Educational and informational materials and activities include a Gray Panther "Organizing Manual," sponsorship of conferences and seminars, national and local newsletters, speakers bureaus, rental of a Gray Panther film. Social action and advocacy projects are localized across the country with each Gray Panther group developing its own style. Contact: Gray Panthers, Tabernacle Church, 3700 Chestnut St., Philadelphia, PA 19104.

GUERILLA ART ACTION GROUP is involved in guerilla art and guerilla theater actions. GAAG began in 1969 to provoke people, particularly artists and cultural institutions, into confrontation with the existing social crises of poverty, the war in Vietnam, racism and sexism. In museums, in the streets, in administrative offices, on the radio and at conferences they perform relevant art processes to ridicule the establishment–protesting the increasing grip and manipulation by big business of our cultural institutions and the artists. Documentations of their actions, including factual explanations of the issues they are confronting, are available. Contact: Guerilla Art Action Group, No. 1 White St., New York, NY 10013.

GUERILLA TELEVISION is a book by Michael Shamberg and the Raindance Foundation (Holt Reinhardt & Winston, $3.95) which is an illustrated "meta-manual" and handbook with a criticism of American television and lots of information about the alternative video movement. It is a good beginning guide for people interested in video. Available in book stores or contact: Raindance Foundation, 51 Fifth Ave., 11D, New York, NY 10003.

A GUIDEBOOK TO INNOVATIVE EDUCATIONAL PROGRAMS by Thomas Linney was prepared for the purpose of making available information about colleges and universities which are attempting to meet the challenges of the educational reform movement. Twenty-one colleges, innovative programs within universities, and graduate programs are written up, plus mention of other institutions with similar programs. Contact: Center for Child and Family Mental Health, The National Institute of Mental Health, Bethesda, MD 20014 c/o Ruth Falk.

HEALTH POLICY ADVISORY CENTER (HEALTH-PAC) does research on health care problems; aids groups in demanding responsive health services; trains nursing, medical and social work students in new perspectives on the health system; does seminars in patients' rights, health financing, women and the health system. They publish a monthly *Health PAC Bulletin* ($5 for students, $7 for others) and have a book entitled *The American Health Empire: Power, Politics and Profits* (Vintage, $1.95), which is a concise analysis of the health industry. Contact: Health-PAC, 17 Murray St., New York, NY 10007. Phone: (212) 267-8890. West Coast Office, 558 Capp St., San Francisco, CA 94110. Phone: (415) 282-3896.

HUMAN RIGHTS FOR WOMEN (HRW) is a non-profit tax-exempt corporation organized (1) to furnish legal assistance to women in sex discrimination cases of "crucial importance," (2) to publish educational materials on women's rights, and (3) to encourage research on the legal, economic, and social conditions affecting women as a class. HRW publishes an informative newsletter covering recent legislation, current litigation, articles, reprints, and resource groups of import to the feminist movement. The February 1973 issue of *HRW Newsletter* contains brief abstracts of "Supreme Court Cases of Interest to Women." *A Handbook on Job Discrimination* can be obtained from HRW for $1 per copy, or $8 for 10 copies. If you would like to be on the mailing list of HRW, send your tax deductible contribution. Contact: HRW, 1128 National Press Building, Washington, D.C. 20004. Phone: (202) 737-1059.

INDIAN RIGHTS ASSOCIATION is a non-sectarian, non-partisan, contribution-supported organization seeking to promote the spiritual, moral and material welfare of the Indians and to protect their legal rights. They maintain

accurate first hand knowledge of conditions in Indian communities, are a clearinghouse for appeals of all sorts for aid to Indians and of information on all phases of Indian affairs, and cooperate with other agencies and groups doing work for or among Indians. *Indian Truth* is their bulletin. Contact: Indian Rights Association, 1505 Race Street, Philadelphia, PA 19102. Phone: (215) 503-8349.

INDOCHINA RESOURCE CENTER continues to gather and distribute information on Indochina and the war. It publishes a monthly newsletter, *Indochina Chronicle* ($4 per year) and distributes other books, pamphlets, films and children's books on Indochina. Contact: Indochina Resource Center, PO Box 4000 D, Berkeley, CA 94704. Another branch of the Center concentrates on the political prisoner issue and U.S. aid to Indochina. Contact: Indochina Resource Center, 1322 18th St, NW, Washington, D.C. 20036.

THE INSTITUTE FOR THE STUDY OF NONVIOLENCE was founded in 1965 and held its first sessions in Carmel Valley, California. It was designed to be a school, in the best sense of the word, where people would have the "leisure" and the opportunity to pursue serious study of the history and application of nonviolence, both personally and politically. Periods of silence, exercise, suggested readings, and regular discussions structured the sessions. In 1969 the Institute moved its location to Palo Alto and there continues its work of education and social involvement based on the principles of nonviolence. This includes discussions, political action meetings, film showings, printing and distribution of relevant essays in addition to speaking in schools and with community groups. The Institute maintains a library, which is open to the public for reading or research and contains literature on nonviolence and related topics such as collective consciousness, draft resistance and means of radical social change. An annotated list of reprints and recommended books is available for a small donation. The *Journal of the Institute for the Study of Nonviolence,* published bi-monthly, is an outgrowth of continuing educational and project work. Sample copies of the *Journal* are free, but a $5 subscription is requested for individuals and $10 for libraries and institutions. For further information, contact: Institute for the Study of Nonviolence, PO Box 1001, Palo Alto, CA 94302. Phone: (415) 321-8382.

INSTITUTE FOR THE STUDY OF SPORTS AND SOCIETY (ISSS) at Oberlin College, started an informative newsletter in February 1973. Volume 1, Number 1, not only discusses the "Athletic Revolution at Oberlin," but also outlines a current study on "sex discrimination in university athletics and physical education programs." The newsletter also mentions important conferences, reviews books such as *Rip Off The Big Game*, and generally keeps its readers abreast of the changes and demands for change in the field of men's and women's athletics. The ISSS newsletter will be published every six to eight weeks. A $10 donation to the ISSS is requested in lieu of a subscription charge. Contact: ISSS, Hales Gymnasium, Oberlin College, Oberlin, OH 44074.

INSTITUTE ON THE CHURCH IN URBAN INDUSTRIAL SOCIETY (ICUIS) is an international clearinghouse of documentation and information on the church's worldwide urban-industrial mission. The institute provides coordination and documentation, research and publication of papers, reprints and bibliographies of information relating to urban-industrial society and international issues. ICUIS also publishes monthly an *Abstract Service* ($15 per year) listing and cross-referencing research materials useful in researching international liberation struggles. Available from ICUIS at no charge is *Notes on Urban Industrial Mission*, which contains book reviews such as "The Myth of Aid: The Hidden Agenda of the Development Reports," by Goulet and Hudson; "Reveille for Radicals," by Alinsky; and "Rules for Radicals," also by Alinsky. An issue is now in preparation on multinational corporations and their effects on developing countries. Contact: ICUIS, 800 West Belden Avenue, Chicago, IL 60614. Phone: (312) 549-3700.

INTRODUCING THE SINGLE VTR SYSTEM by Grayson Mattingly and Welby Smith is a large format workbook dealing with both the technical and operations side of video. It offers a rationale that includes an understanding of the hardware. Contact: Box 28031, Washington, D.C. 20005.

JEWISH FREE UNIVERSITY is a radical new approach to Jewish learning, a grass roots approach intended for the person who was turned off to Hebrew school and dropped out after Bar Mitzvah, as well as for the person who wants fresh and sophisticated perspectives on classic and modern topics. The goal is to aid the search for identity through a rediscovery of one's Jewish

roots and their relevance to oneself and to today's world. JFU courses are free and are taught by volunteers who include professors, novelists, rabbis, etc. Classes are held at several locations throughout the city, ranging from rooms on campuses to private homes. Courses range from mini-courses to full sessions. Recent titles include: The Jewish Secularist Tradition, A Critical Look at the State of Israel, Music of the American Synagogue, The Jewish Woman and the Jewish Family, History of Russian Jewry, and From Ellis Island to Suburbia. Contact: Jewish Free University, 402 Pennsylvania Building, 1500 Chestnut Street, Philadelphia, PA 19102. Phone: (215) LO 8-6261 or LO 7-5902.

JOURNAL D'ECRITURE IMPOSSIBLE is the title of an international monthly magazine specializing in alternative education and psychology. Forming through the efforts of several self-named "alternative writer-activists," the journal is put out by a publishing house which shares profits among the writers, editors and translators. According to Chaim Steingold, the spokesperson for the publication, the journal is in need of original manuscripts, articles and translators of Hebrew, Arabic and European languages. The first issue, January 1974, deals with "Madness in Developed and Underdeveloped Countries." Contact: Chaim Steingold, Conard House, 241 Jackson, San Francisco, CA 94115.

JOURNAL OF WORLD EDUCATION is a quarterly publication of the Association of World Colleges and Universities. The *Journal* reports on regional, national and international conferences, seminars and publications on world education. Also included are special articles on topics related to educational innovation and cooperation, philosophy of world education, international voluntary service, study/travel programs, and cross-cultural experiences. Regular features are peace education, environmental education, book reviews, and news of other groups and projects in world education. Contact: *Journal of World Education,* Association of World Colleges and Universities, 3 Harbor Hill Drive, Huntington, NY 11743.

KNOW, INC., a women's press collective, is a non-profit, tax-exempt corporation, printing and publishing articles on the feminist movement, reprints, and books. They publish a list of "Reporters You Can Trust," and a list of feminist periodicals and special publishing projects. For three years,

Know has compiled a bibliography entitled *Books of Interest to Feminists,* which is periodically updated. The main objectives of the women of Know are to "disseminate literature concerning the women's movement to women and men at a cost they can afford;" "to construct an information network to be used to propagate social change;" and "to be successful enough to pay people, especially women, for their work in the women's movement." A publications list is available from Know, which includes over 300 articles, books and reprints, and lists authors, titles, and prices. The publications are reasonably priced. Also available for $4 per year is *Know News,* a news bulletin published irregularly throughout the year, containing announcements of conferences, demonstrations, job openings, and legislative actions. Each issue usually concentrates on a specific topic or event of current importance to feminists. Contact: Know, Inc., PO Box 86031, Pittsburgh, PA 15221. Phone: (412) 241-4844.

KOPN is an educational, non-commercial FM community radio station in Columbia, Missouri. The goals of KOPN are to represent all disenfranchised citizens of Columbia and to provide information about such topics as nutrition, health care, welfare rights, gay liberation, black organizations and critical interviews with community officials. In short, KOPN offers a radical perspective on subjects "systematically ignored and repressed by other radio stations." KOPN is run strictly on a subscriber basis: people donate time, money and equipment in exchange for a vote in the board of directors election. In addition to any financial support you can offer, KOPN would appreciate your sending them "gratis" copies of movement publications for their review and inclusion as news sources, records and tapes of music, talks, documentaries, poetry readings, prose readings, etc. In lieu of payment for these things, KOPN offers free publicity and access to tapes on various topics put together by people at KOPN and in Columbia. Contact: Cathy Bierbach, KOPN Radio, 915 E. Broadway, Columbia, MO 65201. Phone: (314) 443-5611.

KVST-TV is a new community-controlled viewer-sponsored public television station in Los Angeles dedicated "to the task of motivating people to participate in positive social action in the community." At least 80 per cent of the air-time on KVST will consist of "hard issue public affairs programs directed toward community problem-solving." Prior to going on the air in

September, 1973, KVST has compiled a national programming resources file to locate films, publications, periodicals, and community organizations which might serve as reference material. If you have a list of films or videotapes on your group's activities, or publish a periodical or newsletter, KVST people are interested in receiving sample copies. In order to deal with controversial issues and reflect every area of social concern, KVST-TV depends on your contribution of information to develop their community-controlled, viewer-sponsored, TV station. Contact: Michael Colvin, KVST-TV, 1633 Westwood Boulevard, Los Angeles, CA 90024. Phone: (213) 478-0589.

LABOR RESEARCH ASSOCIATION was formed in 1927 to conduct investigations and studies of social, economic and political questions in the interest of the labor and progressive movement, and to issue its findings in the form of reports, articles, pamphlets and books. Contact: LRA, 80 E. 11th St., New York, NY 10003.

LAW STUDENTS CIVIL RIGHTS RESEARCH COUNCIL works with law students around the country to meet the legal needs of civil rights and poor people's organizations, to support the legal defense of movement people singled out for attack because of their organizing work and to change the basic nature of the legal profession by recruiting poor and minority people to attend law school. Contact: LSCRRC, 22 E. 40 Street, New York, NY 10016. Phone: (212) 689-1293.

THE LEARNING EXCHANGE, based on the social philosophy and educational theories of Ivan Illich, gathers learning resources and makes them available to community members. Learning resources are described as the knowledge, interests and skills of community members, supplemented by the tools and materials necessary for exchange. The Learning Exchange service operates according to the principles of "democratic institutions." It is simple, free and totally non-exclusionary. Contact: The Learning Exchange, PO Box 920, Evanston, IL 60204. Phone: (312) 864-4133.

LEARNING RESOURCE CATALOG is being put together by Jeffrey Shrank, editor of *MEDIA MIX*, a newsletter of educational ideas and resources. The catalog will include materials such as newsletter, books, tapes, catalogs, and resources to acquaint teachers and learners with material that is

creative, exciting, educational, and of import to social change. Contact: Jeffrey Shrank, 145 Brentwood Drive, Palatine, IL 60067.

LEGAL MANUAL FOR ALTERNATIVE SCHOOLS has been published by New School News, a service publication for the alternative school movement in the Chicago metropolitan area. NSN began publishing the manual in three parts with its April 1972 issue. The manual was compiled by the Counter Culture Law Project, a part of the Northwestern Legal Assistance Clinic. Contact: New School News, American Friends Service Committee, 407 South Dearborn Street, Chicago, IL 60605.

THE LIBERATED LIBRARIANS NEWSLETTER is a small, independent newsletter published in response to "the majority of library science students (who) are complacent and impervious to the injustice that reigns supreme in our society." The editors try to present information which will provoke discussion and action on social issues. Their leftist political position is clear but they see their role as information providers, not evangelists. The newsletter usually contains clippings from both straight and underground media. Subscription: $1 per year ($2 if invoice is necessary). Contact: *Liberated Librarians Newsletter,* 2200 Benjamin Franklin Parkway, E-1708, Philadelphia, PA 19130. Phone: (215) 561-5886.

LIBERATION is a monthly magazine of radical social change which includes book reviews, news notes and other features. *Liberation,* like WIN, *The Guardian,* and VSC, is one of the periodicals most often read by people involved in serious movement activities. A subscription is $7 per year (libraries pay $15) and a single copy is $1. Contact: *Liberation,* 339 Lafayette St., New York, NY 10012.

LIBERATION SCHOOL FOR WOMEN offers "introductory courses which help women understand how we are oppressed and what liberation could mean." The school also offers several kinds of skills courses, including self-defense, legal skills, prepared childbirth, and repairing home appliances and automobiles. "There are also study groups in such areas as health, economics, education and psychology. These courses help women develop a unified understanding of how American society operates. They give us confidence in our ability to think and act for ourselves." Each class of the Liberation

School meets once a week for six to eight weeks. Classes are open to any woman who registers and who pays $4 per class (if possible) to keep the school running. Contact: Liberation School for Women, 852 W. Belmont, Chicago, IL 60657. Phone: (312) 348-4300.

THE LIVING-LEARNING CENTER is a service/learning unit of the University of Minnesota. It is designed to assist students, faculty, and community persons and groups to develop and carry out off-campus projects. Several projects concerning change in the educational system and development of educational alternatives are facilitated by the Alternative Education project of the Center. Similarly, staff persons organize projects incorporating field experience and an academic/theoretical back-up for small groups of students which are arranged in the following areas: Day Care, Intercultural Education, Health Care, Legislative Process/Corrections, Urban History, Women's Studies, Neighborhood Issues, and Communications for Social Change. Academic credit is usually arranged for these projects, as well as for ideas or interests outside of these areas that a student may have. Contact: LLC, 1425 University Ave. S.E., Minneapolis, MN 55414. Phone: (612) 373-9906.

LOCAL INFORMATION DIRECTORIES are often an excellent source of information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. There are several good ones published in localities throughout the United States and Canada. Here is a partial listing of such directories:

British Columbia Access Catalog
Box 5688, Sta. F
Vancouver, 12, BC
Canada

Connecticut People's Yellow Pages
c/o Joel Rogers
636 Howard Ave.
New Haven, CT 06519

Do It
1921 21st St.
Boulder, CO 80202

Ethos
Box 1175
Little Rock, AR 72203

Evanston People's Yellow Pages
c/o Robert Shurtleff, Lunt Hall
Evanston, IL 60201

New Hampshire People's Yellow Pages
c/o Donna San Antonio,
Stagecoach Annex
Apt. No. 6, Dame Rd.
Durham, NH

OPT
PO Box 4752, Duke Sta.
Durham, NC 27706

People's Yellow Pages
2531 Jackson, No. 9
San Francisco, CA 94115

People's Yellow Pages
351 Broadway
Cambridge, MA 02139

People's Yellow Pages
c/o Emmaus House
241 E. 116th St.
New York, NY 10029

Portland People's Yellow Pages
New School Workshop
76 Exchange St.
Portland ME 04111

Puget Sound Access
PO Box 15301
Wedgewook Sta.
Seattle, WA 98115

Red Pages
1724 20th St. N.W.
c/o Washington Area Free Univ.
Washington, D.C. 20009

Vermont People's Yellow Pages
c/o R. Eubar, Box 193
Plainfield, VT 05667

LOLLIPOP POWER, INC. runs workshops for teachers, offers speakers to both community and academic groups and publishes children's books. Organized as a collective, Lollipop Power, an anti-sexist, anti-racist, feminist, anti-capitalist group, does not charge for workshops. Books published by Lollipop Power are available at $1.50 and $1.75; some kind of reimbursement is appreciated for speaking engagements. For a list of their children's picture books, contact: Lollipop Power, Inc., PO Box 1171, Chapel Hill, NC 27514.

MADNESS NETWORK NEWS (MNN) is a communications network for the interchange of energy and support of people in the Bay area who are trying to change the "archaic and repressive aspects" of the psychiatric treatment centers that they work and live in. As a magazine, *MNN* also acts as a clearinghouse created for people who want to plug into the established and/or alternative "mental health" network, either to get help from it or to work in it. Research and evaluation of the different alternatives available to people having psychotic experiences is being done by *MNN*. Artistic energy in the form of drawings, prose, poetry, letters, and personal experiences are also included in the magazine. *MNN* can be obtained by subscription for a donation of $2 or more. Contact: *MNN*, Box 684, San Francisco, CA 94101.

MANUAL ON ORGANIZING MACRO-ANALYSIS SEMINARS has been compiled by the Philadelphia Life Center Macro-Analysis Collective. According to the manual, macro-analysis is "a term for the process by which humanitarians who are interested in working toward a just society study the big picture of social reality and apply their findings to their social actions." The manual outlines general process, techniques and suggested content direction for the seminars. It includes a useful reading list on the areas of ecology, U.S. relations to Third World nations, and U.S. domestic problems. The collective stresses that the seminars are not an end in themselves. Instead, the purpose of macro-analysis "is to maximize the effectiveness of action." This manual is a concise and useful summary of effective change processes. Cost: $.75 each for 1-9 copies, $.60 each for over 9 copies–plus postage. Contact: Macro-Analysis Collective, Philadelphia Life Center, 4719 Cedar Avenue, Philadelphia, PA 19143. Phone: (215) 724-7398.

MATERNAL INFORMATION SERVICES, INC. (MIS) publishes *The Working Mother,* a national quarterly, and offers free women's center services. Operating from a feminist perspective, MIS is particularly interested in socio-economic and political problems of American mothers. In addition to *The Working Mother,* costing $3 per year for an individual subscription and $10 per year for libraries and organizations, MIS has an *Abortion Directory* which is available for $5. In the future, MIS women hope to develop courses for their women's center and establish a children's/women's library. Contact: MIS, Suite 1E, 46 West 96th Street, New York, NY 10025. Phone: (212) 865-2563.

MEDIA MIX is an informative monthly newsletter focusing on media and "ideas and resources for education change." It is issued eight times yearly. Subscription costs are $5 for one year, $9 for two years. Contact: Jeffrey Schrank, Editor, 145 Brentwood Drive, Palatine, IL 60067 or *Media Mix,* 221 W. Madison Street, Chicago, IL 60606.

MEDICAL COMMITTEE FOR HUMAN RIGHTS publishes *Health Rights News,* a newspaper dealing with radical social change in the medical profession. The January 1971 issue carried an extensive list of free clinics, including their addresses, phone numbers and descriptions. Subscriptions to *Health Rights News* are $5 a year. Contact: Medical Committee for Human Rights, 831 South Loomis Street, Chicago, IL 60607.

THE MEIKLEJOHN CIVIL LIBERTIES LIBRARY is an excellent source of materials on constitutional law. The heart of its collection is its files of recent cases raising the central legal demands of the people: freedom, fair treatment, and equality. The Library has an extensive collection of important unreported opinions on issues affecting individual rights, with large holdings on Selective Service problems and student rights. Services—available by phone, mail, or in person—include: use of the library and the services of its staff at Berkeley, citations to cases and law review articles and copies of digests of materials in its collection, and if sufficient materials are not available, referral to a specialist in the field of your concern in your geographical area. For further information about their publications and services, write: Meiklejohn Civil Liberties Library, 1715 Francisco Street, Berkeley, California 94701. Phone: (415) 848-0599.

MEN'S PAGES offers reprints of various articles and material on men's struggles with sexism. Subscriptions are $3-year, $.50-copy, bimonthly. Contact: *Men's Pages*, Bob Shurtleff, 909 Foster, Evanston, IL 60621.

MEN'S SWITCHBOARD CENTER is a collective of men struggling to free themselves from sex role stereotypes, to oppose male supremacy and male chauvinism and to define and develop themselves positively. The switchboard distributes and produces material on men's and women's struggles with sex roles and gayness. They also coordinate the formation of men's consciousness-raising groups in the Bay Area, run a drop-in center and weekly drop-in raps, and operate a telephone information service. Projects include anti-sexist actions, child care, and workshops. They are interested in hearing from inmates of prisons and mental hospitals. Contact: Men's Switchboard, 2700 Bancroft Way, Berkeley, CA 94704. Phone: (415) 845-4823.

MENTAL PATIENT POLITICAL ACTION COMMITTEE (MP-PAC) is an organization of mental patients, professionals, and others dedicated to political action against the abuses of institutional psychiatry. MP-PAC people are opposed to involuntary commitment, other forms of coercion of mental patients, psychosurgery, and more subtle forms of control and degradation of mental patients. MP-PAC calls on mental patients and their allies to struggle collectively against their subjugation, incarceration and humiliation by institutional psychiatry. Contact: MP-PAC, c/o J. Shupack, 450 East 63rd Street, New York, NY 10021.

MENTAL PATIENT RESISTANCE (MPR) is a political action group which aims to improve the lives of "mental patients." MPR is involved in consciousness-raising of mental patients and the public to the understanding that many of our "emotional" problems are reactions to a social situation and that the proper treatment "is becoming socially and politically aware of that reality." Contact: MPR, 11 Polhemus Place, Brooklyn, NY 11215.

MENTAL PATIENTS' LIBERATION PROJECT (MPLP) has drafted a "bill of rights" designed to insure every citizen's psychic and physical integrity. In this "bill of rights," MPLP advocates the abolishment of involuntary commitment and coercive medication and treatment for people incarcerated in mental institutions. Stating that people "have a right to demand rational and humane alternatives to incarceration in mental hospitals for indeterminate sentences, and a right to question the nature of medication and treatment as well as the right to be fully informed of their deleterious side-effects," MPLP has available a *Patients Rights Manual* and hopes to set up a legal aid society for those whose rights are taken away and/or abused. Also, MPLP plans to set up neighborhood crisis centers as alternatives to incarceration and institutional "commitment." Although the primary focus of MPLP right now is to help mental patients, they also are interested in helping those ex-patients who are still suffering and struggling with societal abuse and discrimination. Contact: MPLP, 56 East 4th Street, New York, NY 10003. Phone: (212) 254-4270.

MIDDLE EAST RESEARCH AND INFORMATION PROJECT is a collective effort of its staff and associates, attempting to focus on the role of the U.S. in the political economies of the Middle Eastern countries and on the class and national struggles of the people. MERIP publishes *MERIP Reports,* a monthly bulletin of articles and news analysis ($6 per year subscription, $12 for non-profit institutions) and distributes pamphlets and books on Middle East topics. It also has speakers available on a variety of subjects, and a slide show on the People's Democratic Republic of Yemen. Contact: MERIP, PO Box 48, Harvard Square Station, Cambridge, MA 02138, or MERIP, PO Box 3122, Columbia Heights Station, Washington, D.C. 20010.

MIDWEST COUNCIL DE LA RAZA offers financial assistance for

bilingual programs in the public schools in the 10-state area. The council offers educational opportunities for migrant workers through a Migrant Vocational Training Center (a product of the Rural Manpower Act). This center has its own language lab and vocational training equipment. Contact: Midwest Council de la Raza, University of Notre Dame, Institute for Urban Studies, Notre Dame, IN 46556.

MILWAUKEE FREE UNIVERSITY facilitates adult education classes in practical skills, arts and crafts and intellectual pursuits. A $1 voluntary registration fee is requested for classes. In addition to a quarterly catalog of classes, available for mailing costs, the Free U has a booklet entitled *Deschooling Ourselves* for a donation of $.25. Primarily, the people at the Free U are interested in making free universities and learning networks an established and accepted part of education, and in supporting Third World struggles. The Free U hopes to establish an economic base for itself to offer basic adult education programs, offer more practical skills and reach non middle-class people. MFU is a community organization not connected with any university. Contact: Milwaukee Free University, 911 East Ogden Avenue, Milwaukee, WI 53202. Phone: (414) 273-1490.

MINNESOTA CONSORTIUM FOR MULTI-ALTERNATIVE EDUCATION is an open group of individuals and organizations concerned with the active promotion of educational alternatives to provide options for students, parents and teachers. The Consortium was organized to facilitate the sharing of experiences, successes, hopes, and strategies; to share resources and expertise; to help plan large scale activities and to provide specific support for actual tasks. It will also promote and develop a communication network to inform people of local and national events in education. Contact: Education Exploration Center, 3104 16th Ave. So., Minneapolis, MN 55407. Phone: 722-6613.

MONTHLY NEWS OF CO-OP COMMUNITIES is the news bulletin of the North American Student Cooperative Organization (NASCO). It keeps you up to date on conferences, job opportunities, campus co-op developments, education and training activities, consumer news, and general items of interest to those seeking better lives for all people. A one-year subscription is $2. Bulk orders of 50 copies or more in any month are 2 cents each

(postage included). If you have a newsletter, we would like to set up an exchange. Contact: Co-Op Periodicals, Box 130, Ann Arbor, MI 48106.

MOVEMENT FOR ECONOMIC JUSTICE: Our basic premise is that the strategy for the seventies must be to directly engage the vast majority of Americans who earn less than $15,000 a year in a grass roots political movement organized around basic economic issues. To this end the Movement for Economic Justice Organizing Center promotes, assists and initiates local organizing efforts around the country. The Organizing Center provides research, training, program ideas, educational materials, organizing materials and other services. Tax issues and revenue sharing have been areas of special interest. Consumer issues, unemployment, the utilities industry are on the agenda. A monthly newsletter reports on organizing efforts around the country and highlights a variety of economic issues of concern to low and middle income people. Contact: Movement for Economic Justice–Organizing Center, 1609 Connecticut Ave. N W , Washington, D.C. 20009. Phone: (202) 462-4200.

MOVIMIENTO ESTUDIENTAL CHICANO DE AZTLAN (MECHA) is a national organization of university and college students dedicated to the advocacy of la raza. In California alone, there are an estimated 500 chapters. All chapters can determine their own goals and activities. Some typical MECHA projects include tutorial programs, newspapers, various services for Chicano prisoners, community breakfast programs, law suits against universities for racist recruitment practices, funding of barrio services and development of La Raza Studies programs. Contact: MECHA, University of California, Berkeley, CA. Phone: (415) 642-7278.

NATIONAL ASSOCIATION FOR THE LEGAL SUPPORT OF ALTERNATIVE SCHOOLS is designed to research, coordinate, and support legal actions involving non-public alternative schools. Because of state licensing requirements and procedures, many alternative schools have been forced to close or have been prevented from starting. NALSAS wants to fight this repression but to do so they need support and response from people around the United States. Letters of support, evidence of harrassment, contacts for funding sources or donations would be appreciated. Contact: NALSAS, PO Box 2241, Santa Fe, NM 87501.

NATIONAL COMMITTEE FOR SEXUAL CIVIL LIBERTIES offers up-to-date information on court cases, law reform, and other aspects of gay hassles. The Committee is particularly interested in counseling groups working for legislative changes and in promoting test cases to challenge the constitutionality of anti-gay laws. Contact: NCSCL, c/o Dr. Arthur C. Warner, 18 Ober Road, Princeton, NJ 08540. Phone: (609) WA 4-1950.

NATIONAL ENDOWMENT FOR THE HUMANITIES "is fundamentally concerned with restoring humanistic knowledge to its function as a guide to our personal and civic lives. As part of its effort to promote the appreciation and use of such knowledge, the Endowment has established a new grant program for the support of humanities projects initiated and conducted by young people. . . ." The Youthgrants in the Humanities program enables people (usually under 30) to apply for as much as $10,000 to carry on research, study, design of educational programs and dissemination of information. The procedure for applying for grants, while formal, is designed to make it easy for a non-experienced person or group to have an equal opportunity to receive funding. The Endowment publishes a pamphlet giving guidelines and information about the program which people should write for before getting too involved in applying for money. According to this pamphlet, "To be considered for a Youthgrant award, a proposed project must meet three basic conditions: (1) The project must relate in a clear way to the humanities. (2) The project must have a clear purpose, a carefully defined scope, an identifiable end product, and a high promise of helping individuals develop their critical faculties. (3) Although adults may be involved (and are encouraged to serve) as advisors or consultants, young people must carry the major responsibility for the project's initiation, development, and execution. Deadlines for grant proposals are as follows: Grants beginning in September must have applications in no later than April 2. Grants beginning in December must have applications in by July 31, and grants beginning in April must have applications in by November 15. Contact: NEH, 806 15th NW, Washington, D.C. 20506. Phone: (202) 382-5721.

NATIONAL LAWYERS GUILD is a nationwide association of lawyers, law students, legal workers, and jailhouse lawyers who provide legal support for the movement for social change. Most of the work of the guild is carried out by local and regional offices in the following cities: Atlanta, Austin, Boston, Chicago, Cleveland, Denver, Detroit, Houston, Iowa City, Los

Angeles, Minneapolis, Philadelphia, Pittsburgh, Portland, New York, San Jose, San Francisco and Washington, D.C. Their national office is located at: 23 Cornelia St., New York, NY 10014. Phone: (212) 255-8028.

THE NETWORK PROJECT is an anti-profit research and action group that publishes bi-monthly reports. So far, six Network Project notebooks have been published, and the quality of research and supplementary commentary make the notebooks extremely impressive. Notebook Number One focuses on the uses and misuses of domestic communications satellites; Notebook Number Two appears to be a well-documented and informative directory of the major telecommunications networks; Notebook Number Three is a primer on censorship and investigates the implications of network control of information; Notebook Number Four is a study of the White House role in media; Number Five is concerned with cable television; and Number Six is entitled *Down Sesame Street.* Each of the notebooks is available for $2. An individual subscription is $10 per year, while institutional subscriptions are $25. In addition to the notebook series, the Network Project makes its researchers available for speaking engagements, seminars and radio programs. Write for information on the series of radio documentation, entitled *Feedback.* Tapes and transcripts of the programs are also available for private use. Contact: The Network Project, 104 Earl Hall, Columbia University, New York, NY 10027. Phone: (213) 380-5113.

THE NEW AMERICAN MOVEMENT is a national organization devoted to building a movement for democratic socialism in the United States. Chapters in over 30 cities are involved in electoral, workplace and community organizing projects, are working on programs against the war and for impeachment, and for democratic people's control of the economy. A monthly newspaper is published from 388 Sanchez St., San Francisco, CA 94114. Subscriptions are $3 per year. The national office is located at 2421 E. Franklin Ave., Minneapolis, MN 55406.

NEW DAY FILMS is a distribution cooperative for films about women. Formed as an alternative to the profit-oriented film distributors, New Day Films believes in "the importance of cooperative action in bringing about social change." New Day Films distributes films produced independently. In addition to offering workshops, New Day Films also arranges for filmmakers

to appear at speaking engagements. Such well-known films as "Growing Up Female" and "Anything You Want To Be" are available for rental and purchase. Contact: New Day Films, PO Box 315, Franklin Lakes, NJ 07417. Phone: (201) 891-8240.

NEW ENGLAND ACTION RESEARCH (NEAR) on the military industrial complex is compiling information on corporations and American militarism. NEAR has information on military work being conducted in New England by corporations and universities, corporate involvement in Indo-China and other aspects of corporate America. Available are files full of military contracts awarded to major corporations since January 1971, detailing information on all major weapons systems being developed or now in use. Also NEAR has obtained listings by the Pentagon of prime military contracts by city, state, and corporation. NEAR staff are anxious to help people use this information to build local social change projects. Contact: NEAR, 48 Inman Street, Cambridge, MA 02139.

NEW ENGLAND FREE PRESS (NEFP) is a working collective of five members who print and publish radical literature and are also open to training people interested in learning the printing trade. Radical literature available through NEFP ranges from topics such as "Early Socialization" and "The Working Class: an Overview and Strategy" to "Movement History and Perspectives" and "How to Do Power Structure Research." Additional categories of available literature include "The University," "Imperialism," and the "American Political Economy," health care, women's liberation and sexual caste system, black history and current struggles, gay liberation, Latin America, China, etc. Their literature list is up-dated periodically, and contains an amazing collection of enlightening sources of information. As an anti-profit collective, NEFP charges only for cost of production and overhead for literature ordered through them. The NEFP people see themselves operating from an anti-imperialist, broad working-class basis. They are seeking more original work to publish. For their literature list, or information on training of printers, contact: NEFP, 60 Union Square, Somerville, MA 02143. Phone: (617) 628-2450.

NEW HAMPSHIRE PEOPLE'S YELLOW PAGES is an excellent source of information about alternative services such as switchboards, free clinics,

free u's, food co-ops, etc. Contact: *New Hampshire People's Yellow Pages,* c/o Donna San Antonio, Stagecoach Annex, Apt. No. 6, Dame Rd., Durham, NH.

THE NEW HARBINGER is a forum for discussion and inquiry into the contemporary Cooperative Movement. Each issue is devoted to a particular area of interest and concern regarding cooperative systems. The journal presents a cross-section of first-hand reports and investigatory research on the topic at issue, and offers challenging articles on the theory and practice of economic and social cooperation. A one-year subscription is $6. Bulk subscriptions (minimum of 5) are $5 each, and are recommended for groups of any kind: Boards of Directors, classrooms, service societies, etc. Ask about past issues when you write—and give us an idea of your concerns and interests regarding co-ops. Contact: Co-op Periodicals, Box 1301, Ann Arbor, MI 48106.

THE NEW JERSEY STUDENT UNION, a high school oriented organization, publishes *The Unity Paper* ten times yearly, and offers student rights information and student press services which includes the use of mimeo and stencil-making equipment with a discount on paper. Project information such as tutoring, ecology, teacher evaluation, draft and curriculum reform is also available. Along with legal aid services, the Union offers training and organizational skills. Representatives from the Union can meet with students anywhere in the state, anytime, by appointment. Contact: New Jersey Student Union, 97 Church St., New Brunswick, NJ 08901.

NEW LIFE ENVIRONMENTAL DESIGNS INSTITUTE is a research and program development operation. They are concerned with developing more effective ways in which people can communicate and work together to build alternative technical, economic, social, and political systems. Current programs are: (1) New Life Network, a bi-monthly informational package available in three series, Institutional Innovation, Basic Alternatives, and Human Potential, (2) Community Resource Library, a collection of books and documents available to community groups and individuals, and (3) Alternative Pursuits Skills Kit, a community organizing program developed for the National Institute of Mental Health as a drug abuse prevention strategy. Programs being developed are: Social Change Networks, an attempt to put

people in direct contact with each other who are working along similar lines; a regional Revenue Sharing Seminar, directed at building a strong citizen participation in deciding ways that Revenue Sharing will be spent; and a variety of seminars and publications directed at community organizing. Contact: New Life Environmental Designs Institute, Box 648, Kalamazoo, MI 49005.

NEW SCHOOL NEWS is a service publication for the alternative school movement in the Chicago metropolitan area. NSN also publishes a directory (available February 1974) of alternative schools in their area. Articles, ideas and suggestions are welcomed. $3 donation is suggested. Contact: American Friends Service Committee, 407 South Dearborn, Chicago, IL. Phone: (312) 427-2533.

NEW SCHOOL SWITCHBOARD is a medium of communication and exchange among the people of the Baltimore area who are interested in education change both within and without traditional schools. A newsletter is published irregularly at a cost of $4 for 10 issues or one year, whichever is greater. Contact: John Ciekot, 613 Winans Way, Baltimore, MD 21229.

NEW SCHOOLS EXCHANGE is a national clearinghouse for the exchange of ideas and information about alternatives at all levels of education. They publish a bi-weekly newsletter (except in July and August) which contains articles, information and lots of good things about people, places, and events. For a subscription to their newsletter the cost is $10 for one year (20 issues) for individuals, $12 for institutions or for Canada and Mexico. They also publish a *National Directory of Alternative Schools* for $3 which is updated annually and is included in every subscription. Contact: NSE, PO Box 820, St. Paris, OH 43072. Phone: (513) 663-4643.

NEW SCHOOLS MOVEMENT is an organization attempting to link experimental and alternative schools in the Seattle area. NSM puts out a newsletter, is developing a learning network, publishes an updated directory of alternative schools and maintains a resource library. Contact: NSM, 402 15th Avenue, East Seattle, WA 98102. Phone: (206) 329-8300.

NEW SEED PRESS is a publishing group acting on the belief that children's books as well as children's lives must be free of prescribed stereotyped

ideas about how people should live and what they should be. As a non-profit publisher of feminist and radical children's books, New Seed Press seeks new manuscripts and illustrations free from racial, class and sex role stereotyping concerning women and minorities, fables and fairy tales about change and how things could be. For brochures or book orders (send stamped, self-addressed envelope) contact: New Seed Press, PO Box 3016, Stanford, CA 94305.

NEW WAYS IN EDUCATION newsletter is published primarily for people in Southern California who are interested in educational change and alternative schools. The newsletter usually contains several pages of information compiled by its editors and a packet of information largely consisting of p.r. material from alternative institutions, movement publications, etc. Much of the materials in *New Ways* is appropriate for a national audience. The cost is $5/year or $1/sample. Contact: *New Ways*, 1778 S. Holt Ave., Los Angeles, CA 90035. Phone: (213) 839-6994.

NEW YORK CIVIL LIBERTIES UNION (NYCLU) has compiled a Two Year Report on the work of the Students' Rights Project. Describing the problems of establishing students' rights in the NYC public schools, the NYCLU report discusses specific cases and also includes a list of the cases handled with a brief description of each. The pamphlet states the laws and regulations as they are written and not as they are enforced. Contact: NYCLU, 84 Fifth Ave., New York, NY 10011.

NEWSREEL, a group of independent filmmaking and distribution organizations, has released its new 1973 film catalogue. The goal of Newsreel is to "place the power of the film media into the hands of the poor and working people," giving them one more weapon in their struggle against economic exploitation, racism, sexism, and U.S. military aggression. Newsreel films are available for rent, with a minimum rental policy established. For a free film catalogue, contact: Newsreel, 630 Natoma St., San Francisco, CA 94103, or 715 South Parkview, Los Angeles, CA 90057. Phone: (415) 621-6196 or (213) 384-3856.

NEXUS, a project of the American Association for Higher Education, is a user-initiated referral service which puts people starting or improving pro-

grams in postsecondary education in touch with resources so that they can make better decisions. NEXUS emphasizes matching people with relevant persons, programs and information sources. NEXUS is not designed to do routine research, nor will NEXUS refer people to job vacancies, recommend or provide consulting services or duplicate work of already existing clearinghouses, networks, agencies, or publications. Rather NEXUS seeks to improve contact between such individuals or agencies and people. Information is free (all it costs is the telephone bill). Contact: Jane Lichtman, Director, NEXUS, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, D.C. 20036. Phone: (202) 785-8480.

NORTH AMERICAN CONGRESS ON LATIN AMERICA (NACLA) is an anti-imperialist research organization which has published books and pamphlets on corporation, labor, Puerto Rico, and Latin America in general. Their *Research Methodology Guide* is excellent as is the quality of all of their research reports. They have offices in New York and Berkeley—both of which can provide you with a copy of their newsletter as well as information about their various publications. Contact: NACLA, Box 57 Cathedral Sta., New York, NY 10025 Phone: (202) 925-5024, or Box 226, Berkeley, CA 94701.

OPT: VOCATIONS FOR SOCIAL CHANGE of Durham, North Carolina has come out with a new directory of social change vocations for "the Swamplands of the Southeast" region of the United States. The directory, the second in a developing series, attempts to present "a general picture of the broad spectrum of social change activities in the Southeast." In addition to providing contacts for people in their particular area of interest (be that alternative health care or education and research), the directory also lists places and people to visit when traveling through the region. The OPT people would like to update their information and contacts, as well as increase the scope of the directory; so contact them if you can contribute information about additional alternative vocations in the Southeast. Contact: OPT: Vocations for Social Change, Box 4752 Duke Station, Durham, NC 27706. Phone: (919) 684-3196.

OREGON NEW SCHOOLS CATALOG is a 114-page directory which describes, in great detail, all of the experimental or "free" schools in the State of Oregon. Funded by a National Endowment for the Humanities

Youthgrant and edited by a collective, the *New Schools Catalog* represents over six months of what the editors prefer not to call "research." Although the content will be of little value to anyone not contemplating working in a free school in Oregon, it serves as an excellent model of what can be done in other states to provide important information for those seeking free schools. Contact: ONSC, 2127 NE 10th, Portland, OR 97212. Phone: (503) 288-0626.

ORGANIZATION OF UNEMPLOYED TEACHERS (OUT) has formed to encourage teachers to create their own education projects rather than wait for employment opportunities in the public school system. OUT is working to create model learning environments, to set up a network of teacher centers and to take political action for a voucher system. Members of OUT are also working to develop prisoner and industrial education, to create adult educational alternatives and to send out a newsletter. Contact: OUT, 300 E. Santa Inez Avenue, CA 94401.

OUTLAWS OF AMERICA: THE UNDERGROUND PRESS AND ITS CONTEXT is a survey of the underground press including a discussion of the proliferation of underground media. The social and political role of the underground media, as well as their new role, their historical context, and their future implications in terms of social and political impact are discussed. Available for $1.85, the book is published by Pelican Books and written by Roger Lewis. Contact: Penguin Books, 7110 Ambassador Rd., Baltimore, MD 21207.

OZARK ACCESS CATALOG, published by the Ozark Access Center, is designed as a tool for Ozark Mountains, Missouri, and Arkansas reference and information. The catalog, published quarterly, depends upon its readers and subscribers for the bulk of its editorial and informational content. The initial issue of the catalog is broad-based, non-comprehensive introduction to the life of people in the Ozarks. Volume No. 1, dated April 1973, covers such resources as "Information Access," "Social Services" and "Free Publications." The catalog indicates that "The Ozarks today are at a cultural turning point." In addition to publishing the *Catalog,* the Center also can provide access to the books and printed resources which the catalog lists. If you can offer additional resource information, the Access people will appreciate your

contribution. Contact: Ozark Access Center, Box 506, Eureka Springs, AR 72632.

PACIFIC CHANGE helps groups doing grass-roots organizing on the West Coast get money from foundations or individuals. They like to deal with projects which are too experimental or political to get money from traditional funding sources. They spend time with groups discussing their work and their economic situations. Requests for funds should be in the form of a letter briefly and concretely describing who you are, what you do. Include a budget and where else you are looking for money or have gotten money in the past. Contact: Pacific Change, 2229 Lombard St., San Francisco, CA 94123. Phone: (415) 567-5835.

PACIFIC STUDIES CENTER "is a radical research center which has been operating for two years out of a storefront in E. Palo Alto, California. Members view PSC as an alternative educational forum. PSC operates both as a research collective and as a resource center for students, teachers, journalists, and organizers. The Center produces documented, scholarly publications as well as mass distribution pieces. In addition to their own bi-monthly publication, *Pacific Research and World Empire Telegram,* which analyzes Pacific and local issues, they contribute to a wide variety of radical, underground, working class, and minority publications. Contact: PSC, 1963 University Ave., E. Palo Alto, CA 94303.

PACIFICA TAPE LIBRARY has audiotapes from programs broadcast over all of the Pacifica radio stations–non commercial, educational FM outlets in Berkeley, Los Angeles, New York and Houston. The *Pacifica Programs Catalogue* lists, describes and prices each tape. Topics include racism, poverty, urban ghetto, welfare, blacks, Chicanos, American Indians, On Being A Woman, The New Feminists, ecology, drugs and others. The tape catalogue is free upon request from Pacifica Tape Library, 2217 Shattuck Avenue, Berkeley, CA 94704.

PATHFINDER PRESS offers a number of pamphlets including "Chicano Liberation and Revolutionary Youth," "Bert Corono Speaks," and "Struggles for Chicano Liberation." For a list of Spanish titles and other English titles, contact: Pathfinder Press, 410 West St., New York, NY 10014.

PATIENT ADVOCACY LEGAL SERVICE (PALS) acts as a clearinghouse for information in the mental commitment area. Lawyers around the country dealing with this area will be able to obtain cases on over 95 subtopics dealing with all facets of institutional commitment. Currently, PALS is involved in a massive research project to assemble every case that has been decided in the United States. This information will be compiled and broken down by topics, and a small computer-type information retrieval system will be used. Articles dealing with commitment and patient rights in law, review articles, medical journals and periodicals are also being compiled by PALS. If you can contribute to their project, or need more information, contact: PALS, Washington University Law School, St. Louis, MO 63130.

PATIENTS RIGHTS ORGANIZATION (PRO) is an action group concerning itself with the realities of mental patients' lives and attempting to confront the issues that arise as a result. PRO is involved in confronting the issues of mental patients' rights, discrimination in housing and jobs for ex-mental patients, and community education "of what being a mental patient means." Organized primarily in the Cleveland area, PRO is willing to share with others their organizing experiences. Contact: PRO, Room 707, Folm Building, 2108 Payne Avenue, Cleveland, OH 44114. Phone: (216) 861-6945.

PEOPLE ACTING FOR CHANGE TOGETHER (PACT) OF NEW DETROIT is a tax-exempt organization of the metro-Detroit area on the urban crisis. PACT provides materials, booklets and program aids for community members who are training as volunteer educators. These resources are available to community groups as well as individuals and staff members "to fill the need they express as they work on . . . problems and solutions" in the community. PACT also loans films, books and visual aids free of charge. Continually searching for material and information relating to urban crises and inner-city problems, PACT asks that other inner-city problem-solving organizations offer suggestions or reference materials for community use. Contact: PACT, 163 Madison, Detroit, MI 48226. Phone: (313) 965-6090.

PEOPLE AGAINST RACISM IN EDUCATION (PARE) is a nationwide, multi-cultural organization interested in educating people in educational communities and the general public to an awareness and understanding of the

causes and effects of racism. PARE is establishing an information referral service consisting of a Resource Data Bank/Referral Library which will identify, evaluate, compile and disseminate, upon request, materials and resources which can be used to struggle against racism in education. Subjects covered will include: testing, tracking, racism in textbooks, teacher preparation, hiring practices, state education codes, alternative program designs, etc. This service is intended to link educators with other educators, programs or printed references. In addition, PARE will publish a newsletter hopefully to provide information on materials available and to let you know what they see as possible alternatives to racism. The newsletter will serve as a linkage source with people and groups in order to continue your struggle to eradicate racism in education. Contact: PARE, 10600 Puritan, Detroit, MI 48238. Phone: (313) 861-8820.

PEOPLE'S ARCHITECTURE is a collective of radical planners, architects, designers, and tenant organizers who are working together to (1) provide alternative solutions to community design problems (e.g., parks, high-rise housing, neighborhood rip-offs by real estate interests, etc.); (2) raise people's consciousness about land rip-offs, involving ourselves in struggles such as rent control and fighting redevelopment; and (3) provide actual design help to alternative institutions such as remodeling plans for free schools and communes, designs for neighborhood parks, etc. Contact: People's Architecture, 1419 Bancroft Way, Berkeley, CA 94702. Phone: (415) 843-8597.

PEOPLE'S COMPUTER COMPANY, a new non-profit organization, publishes *People's Computer Company*, a newspaper (5 times a year for $4); operates People's Computer Center, a place to have fun with computers and learn how to use them; conducts courses: "Games Computers Play," "Computers in the Classroom," "Computerland for Time-Travelers: A Computer Fair," through the University of California, and "Math Games and Computer Critters" through the University of Santa Clara. Contact: Bob Albrecht, People's Computer Company, PO Box 310, Menlo Park, CA 94025. Phone: (415) 323-6117.

PEOPLE'S EDUCATIONAL RESOURCE CENTER has recently been established in Albuquerque to meet a number of needs in the public schools. The center people will be examining racist, sexist, imperialist and otherwise,

historically biased content in teaching materials and texts used in public schools. They are also providing slide shows, workshops and study groups for community members, students and teachers. Presently, the center is in the process of acquiring books, materials, journals, newsletters, children's non-sexist books, and leftist publications for their library. In the future, the People's Educational Resource Center plans to organize a students' rights center, politically oriented puppet shows, children's reading materials, additional film presentations, and hopefully to publish new texts such as a new history of New Mexico and new children's books. If you can help them, contact: People's Educational Resource Center, 1417 Central, NE, Albuquerque, NM 87106.

PEOPLESMEDIA COOPERATIVE offers several services for media people. The *Peoplesmedia Directory* includes not only specific reference material but also the basic philosophy of several hundred publications. The cooperative also publishes *Peoplesmedia News,* a bi-monthly report that carries regular reports about the cooperative as well as other media-interest information. (If you have such information to pass along, send it to them and they'll print it for free.) Finally, the cooperative puts out *Rama Pipien: the Peoplesmedia Digest,* an alternative reader's digest, on a bi-monthly basis; it offers news features, analytical articles, graphics, poetry, fiction, media reviews, etc. A recent issue included an article which outlined several recent high school reform programs in the U.S. A subscription to the *Peoplesmedia Digest* costs Institutions $10 per year, Individuals $7 per year. Contact: Peoplesmedia, Project One, 1380 Howard, San Francisco, CA 94103. Phone: (415) 863-2352.

PEOPLES PRESS, a non-profit propaganda collective, offers booklets, pamphlets, and posters focusing on anti-imperialism. Their free catalog lists such useful materials as a primer on the history of the Vietnamese people, a photographic essay about North Vietnam, an ecology primer, a book of poetry about struggles in Latin America, a brake repair booklet, and an auto tool booklet. Early in '74 they will publish a children's story about a North Vietnamese family. Contact: Peoples Press, 968 Valencia Street, San Francisco, CA 94110. Phone: (415) 282-0856.

PEOPLES TRANSLATION SERVICE is a newly-formed collective of

Americans and Europeans who can translate all western European languages. In attempting to bridge the "information gap" between the people of Europe, North America, and Third World countries, the Peoples Translation Service provides previously inaccessible, but important articles from the foreign alternative press. The articles translated cover such events and topics as current European and Third World political events, workers' struggles, the international women's movement, student movements abroad, US imperialism, ecology, new ideas in Marxist economics, and trends in anti-authoritarian education. The service people receive large numbers of daily, weekly and monthly magazines and newspapers from all over Europe. From these publications, they choose articles of import and interest to American readers for translation. Available from the service people is the *Foreign Alternative Press Listing*, a catalog published bi-monthly listing a number of the most informative and well-written articles from the foreign press. The catalog is available for $10 (for publications or groups), or $15 (for libraries and institutions). They also publish twice weekly *Newsfront/International*, a 10-12 page packet of news briefs covering these same topics which they feel are inadequately treated by or inaccessible to the American press. Individuals may subscribe to it for $3/mo., non-profit groups and college newspapers for $10/mo., college and commercial radio stations for $15/mo. A feature service in which longer topical and theoretical articles will be sent out on a subscription basis is also being set up. Anyone interested in receiving these services, translating, or who could support them financially should contact: Peoples Translation Service, 2490 Channing Way, Rm. 501, Berkeley, CA 94704. Phone: (415) 549-1949.

PEOPLE'S VIDEO THEATER is an alternative TV news media group which is seeking to help the community expose more fully its goods, services and ideas. Weekly TV programs shown in their theater feature local and national news with special feature reports. The Live-Forum project stimulates community dialogue by inviting widely-varied audiences to express their views on controversial issues on tape. Their facilities are open to groups that need a video student and they are anxious to be a model for other community video theaters. Contact: People's Video Theater, 554 Avenue of the Americas, New York, NY 10024. Phone: (212) 691-3254.

PEOPLE'S YELLOW PAGES is an excellent source of information

about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *People's Yellow Pages,* 2531 Jackson, No. 9, San Francisco, CA 94115.

PEOPLE'S YELLOW PAGES is an excellent source of information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *People's Yellow Pages,* c/o Emmaus House, 241E. 116th St., New York, NY 10029.

PEOPLE'S YELLOW PAGES is an excellent source of information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *People's Yellow Pages,* 351 Broadway, Cambridge, MA 02139.

POLYMORPH FILMS, INC. is a motion picture/film rental association which produces and distributes films such as "Films About Women." This series of films, three in all, examines marriage, romantic love, woman as a sexual object, and the childhood conditioning of women. The films attempt to provide some basis for understanding the conflicts and changes taking place between men and women in society. Other films of interest are: "Children As People," "Day Care Today," "Childbirth Together Sweetly," "Lives and Lifestyles." Special rental rates are available for more than one showing. Write for film catalogues: Polymorph Films, Inc., 331 Newbury Street, Boston, MA 02115. Phone: (617) 262-5960.

PORTLAND PEOPLE'S YELLOW PAGES is an excellent source of information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *Portland People's Yellow Pages,* New School Workshop, 76 Exchange St., Portland, ME 04111.

PRISON ACTION GROUP (PAG) offers prisoner assistance, community education on prison issues, and conducts efforts to change the prison system. The group includes prisoners, ex-prisoners, relatives and friends of inmates. Currently, the group provides information and support for prisoners and their families which includes "procedures, rights, resources in courts and prisons, and facilitating legal aid for prisoners." PAG also holds workshops on prison issues, has available a literature series on prisons, offers speakers, films and

discussions, as well as publishing a newsletter. Research on prisons in New York State, local jails, and children's institutions are also important activities of PAG. Contact: PAG, Rm. 317, 121 N. Fitzhugh St., Rochester, NY 14614. Phone: (716) 546-1164.

PROGRAM FOR ALTERNATIVE CAREERS IN EDUCATION, a subgroup of the Education Department at Lehman College, CUNY, identifies new careers for undergraduate students interested in alternative educational institutions, both public and private. The program identifies itself as a "collective learning community" and hopes to set up a graduate program for those seeking a new way of learning and obtaining positions in alternative educational institutions. The group is considering starting a new publication in the area of alternative education and is searching for both funds and help. Contact: Bernard Flicker, Program for Alternative Careers in Education, Lehman College, CUNY, Bedford Park Boulevard West, Bronx, NY 10468. Phone: (212) 960-8560.

PUBLIC INTEREST COMMUNICATIONS is a resource center created to help non-profit change-oriented groups in their efforts to reach the general public with information about social and political issues. PIC staff include media consultants and advertising people who can help write ad copy, lay out print ads and produce filmed television commercials and taped radio spots. In addition, PIC's political organizers can help "clients" develop a program which best fits the constituency they are trying to reach. Their services are free. Contact: PIC, 1300 Sansome, San Francisco, CA 94111. Phone: (415) 397-9961.

PUGET SOUND ACCESS is an excellent source of information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *Puget Sound Access,* PO Box 15301, Wedgewook Sta., Seattle, WA 98115.

QUE ONDEE SOLA is published twice monthly by the Union for Puerto Rican Students at Northeastern Illinois University. It offers an opportunity for Puerto Rican students to express opinions and debate issues involved in the Puerto Rican liberation movement. Contact: *Que Ondee Sola,* Union for Puerto Rican Students, Northeastern Illinois University, Bryn Mawr at St. Louis Aves., Chicago, IL 60625.

RADICAL HISTORIANS CAUCUS (RHC) of the American Historical Association sends out a quarterly newsletter which often contains a current list of radical history books and articles. The newsletter also makes special note of the dates and scheduled topics of RHC workshops and regional conferences, in addition to providing a forum for the ongoing debate about the role and function of RHC. Besides the newsletter, RHC publishes *The New England Working Class: A Bibliographic History* (available for $.25) and *History as Indoctrination: A Critique of Palmer and Colton's History of the Modern World* (available for $.35). In the future, RHC people hope to solicit more critiques of history from non-academic radicals. Contact: RHC, 60 Union Square, Somerville, MA 02134.

RADICAL SOFTWARE, VOLUME 2 concentrates on experiments in information formating, alternate video coverage of events and environments, video and education. . . . Articles in the first issue include "A Proposal Towards Founding a Society for Visual Anthropology," "CATV: Possibilities and Experiments," and "Science for Survival." The section on "Video Tools and Tips" offers practical advice on cleaning and repairing video equipment and discusses video-exchange centers. Perhaps most useful is the "Video People Access Directory" contained in *Radical Software*. The directory is a comprehensive listing of people and groups working with ½-inch videotape equipment. This issue is available for $1.95/copy or $12.50 for the set. Address all *Radical Software* subscription correspondence to: Gordon and Breach Science Publishers, Suite 1304, 440 Park Avenue, South, New York, NY 10016. Editorial correspondence should go to: Beryl Korot and Ira Schneider (editors-in-chief), Raindance Fndn., 51 Fifth Ave 11D, New York, NY 10003.

RADICAL WOMEN is a non-profit organization of women working toward socialism and a national coalition of socialist feminists. Radical Women has a publications list which offers articles, reprints and packets of information revolving around feminist issues as seen from a socialist perspective. There are publications on lesbianism, women as leaders of the revolutionary movement, minority women and their special significance in the revolutionary movement, working women, health care in a capitalist society, Radical Women's program and structure (Manifesto) and many others. All publications are offered at low cost (from $.10 to $.50). In addition to

literature distribution, Radical Women is involved in local organizing, education and law reform. They have sponsored classes on courtroom self-defense for women, *The Origin of the Family, Private Property and the State* (F. Engels) and on many other subjects. There are two chapters of Radical Women, one in the Seattle community and one on the University of Washington campus. Contact: Radical Women, 3815 5th Avenue,N E , Seattle, Washington, 98105. Phone: (206) ME 2-7449.

RADIO FREE PEOPLE is a collective which makes and distributes revolutionary audio tapes in reel-to-reel and cassette format. RFP people make many of the tapes themselves. Among those available are interviews with Tom Hayden, Eldridge Cleaver, interviews on women's liberation, anti-imperialism, etc. A free catalog of tapes is available upon request. Contact: RFP, 133 Mercer St., New York, NY 10012. Phone: (212) 966-6729.

THE RAP COLLECTIVE distributes two free mimeographed information sheets to all newspapers and newsletters who ask to be put on their mailing list. "Apple Pie," by the collective, and "Where It's At," by Arnie Korotkin of RAP, are both resource informational columns. They include various bits of news and statistics, which supplement other information sources for alternative publications. RAP is an anti-profit body of volunteers, but requests that other publications exchange subscriptions with them. Contact: The RAP, PO Box 736, Stuyvesant Station, New York, NY 10009.

RED PAGES is an excellent source of information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *Red Pages,* 1724 20th St. N.W., c/o Washington Area Free Univ., Washington, D.C. 20009.

THE RED PENCIL is put out by a "collective of people working to change Boston-area education. "We want the newspaper to provide a way for teachers to compare what is going on in their schools, share classroom experiences and resources, and analyze how the events in the society affect us and our students." Subscriptions are $4 for individuals, $8 for institutions. Contact: Phillis Ewen, 131 Magazine, Cambridge, MA 02139.

RED PRISON MOVEMENT (RPM) is an organization of inmates, ex-cons and others on the "outside" who are dedicated "to building a communist society with the people of the United States." In support of the demands and struggles of prisoners (white, black, red, yellow or brown) RPM people are working for the freedom of brothers and sisters from the prisons and jails of the United States. Currently, the organization is distributing copies of the book, *Comrade George*, which raises the central issues of incarceration and leads to action in support of inmates. Copies of the book may be obtained for $2 plus $.15 postage from: Hovey Street Press, 1255 Cambridge Street, Box 2, Cambridge, MA 02139. For further information on the Red Prison Movement, contact: RPM, 698 Massachusetts Ave., Cambridge, MA 02139.

REGIONAL YOUNG ADULT PROJECT is a foundation which serves as a resource center for information about foundations and other sources of funding, how to write proposals, securing legal and accounting services. It also sponsors conferences and seminars around issues of importance to community change groups and publishes *The Bread Game* ($1.95), a book designed to help community organizations discover the ins and outs of foundations, organizational structure, program implementation, reports, and accounting procedures. It meets on the second Wednesday of each month and is open to all who would like to participate. Contact: RYAP, 540 Powell St., San Francisco, CA 94108. Phone: (415) 771-6300.

RESEARCH CURRENTS is prepared by the ERIC Clearinghouse on Higher Education. As an information bulletin, *Research Currents* covers research in and of Higher Education in the United States. Although very selective and academic in content, the bulletin can give you an idea of some of the most recent research projects, and gives a brief abstract in citing each of the books, reports, and articles. Categories such as "History of Higher Education," "University Governance," and "Teacher Education" are explored in the bulletin. Copies of *Research Currents* may be ordered for $.15 each from: Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036.

RESEARCH GROUP ONE (RG-1) does local and national research of radical concern; publishes a pamphlet series (selected titles are, "The Woman Book Industry," "Selected Differences in the Life Chances of Black and

White," "Threads in the Black Flag–A Bibliographic Outline of Anarchism," "Tracking in Community Colleges," "Education in China"); and is the executive producer of the Great Atlantic Radio Conspiracy, a weekly syndicated program of script, interviews, and music presenting a new left commentary on the old problems of this society. For more information, write: Research Group One, 2743 Maryland Ave., Baltimore, MD 21218.

RESIST does fund raising to share with movement-oriented projects. Having been in existence for six years, Resist also acts as an information center and publishes a newsletter. Contact: Resist, 763 Massachusetts Avenue, Cambridge, MA 02139. Phone: (617) 491-0876.

RESOURCE CENTER ON SEX ROLES IN EDUCATION is a project of the National Foundation for the Improvement of Education which works to combat sex discrimination in elementary and secondary schools. The Center carries out its program in three ways: (1) national clearinghouse of information on sex discrimination in elementary education; (2) materials development for administrators, teachers, and parents; (3) providing technical assistance to individuals and organizations interested in working in this area. Contact: Shirley McCune, NFIE, 1156 15th Street, N W , Suite 918, Washington, D.C. 20005.

RESOURCES FOR THE STUDY OF MEN is a seven-page catalog including primarily a bibliography of 120 articles and books relevant to male experience and personal accounts by men. Also includes a listing of forthcoming books on men, men's publications and organizations, courses on men, ongoing research on men, and a listing of media coverage of men's groups and male liberation organizations ($.35). Suggestions for reference materials are also welcome. Contact: Joseph Pleck, 1319 Forest Ct., Ann Arbor, MI 48104.

RETURN TO LEARNING, a newsletter published quarterly by the Fort Wayne Folk School in Indiana, features articles on education. Additional information concerning educational conferences and comparisons of Midwest regional educational alternatives is included in *Return to Learning.* News of the Fort Wayne Folk School is a non-profit, tax-exempt school, modeled after the "Danish Folk High Schools." Subscription to the news-

letter is $3 per year. Contact: Fort Wayne Folk School, Change Now!, Inc., PO Box 681, Fort Wayne, IN 46801.

REVOLTING LIBRARIANS is a book edited by Celeste West and Elizabeth Katz in support of the small but growing movement among librarians to change present information access systems and their roles in them. A collection of essays and poems, the book includes humor and anger, imagination and pragmatism, and many political perspectives. Overall the book is a useful collection of ideas and resources, and is available ($2 prepaid) through the independent free press publisher who also publishes the alternative library magazine, *Booklegger Magazine* ($7 for 6 issues). Contact: Booklegger Press, 72 Ord Street, San Francisco, CA 94114.

RIO GRANDE EDUCATIONAL ASSOCIATION serves as an educational resource network for the Southwest. Its goal is to aid non-coercive education, to help schools, groups, and people to thrive in this region. It sponsors meetings of people involved in alternative education and works for continuing communication. A quarterly newsletter is published and membership is $5 a year for individuals. Contact: Rio Grande Educational Association, PO Box 2241, Santa Fe, NM 87501.

ROUGH TIMES (formerly Radical Therapist) is an anti-profit collective publishing *Rough Times* magazine, and is actively involved in projects with mental patient liberation groups, anti-psychosurgery, action against behavior modification in prisons, and alternative therapy. Past issues of *Rough Times* include articles and exposés on "Mental Patient Rights and Organizing," "Women and Psychology," and "Race, Class and the IQ Controversy." In addition, *Rough Times* has covered topics such as "Mental Health in China," "The Selling of the Free Clincs," and "Therapist Turned Woman." Operating from a belief that "therapy is change . . . not adjustment" the collective considers itself part of the "world-wide socialist revolution seeking to abolish capitalism and its attendant sexism, racism, classism, and replacing it with liberating work, pleasure and total life integration." Individual subscriptions are $6/year. Anthologies, *Radical Therapist* and *Rough Times*, are available, $1.40 and $1.80. Contact: RT, Box 89, West Somerville, MA 02144.

SCIENCE EDUCATORS MEDIA EXCHANGE (SEMEX) is for educators interested in exchanging 35 mm. slides, tapes and learning packets which can be listed in a free quarterly publication of *SEMEX*. For exchange, send your 3 x 5 cards with a consolidated listing of contributions on one side and your name and address on the other, along with a self-addressed stamped envelope. Contact: SEMEX, Desmond-Maki, McKay Campus School, Fitchburg State College, Fitchburg, MA 01420.

SCIENCE FOR THE PEOPLE is the bi-monthly publication of Scientists and Engineers for Social and Political Action. The magazine is assembled by a collective and reflects the growing consciousness of science people who are concerned that their talents be put to constructive (i.e., change oriented) uses rather than the perpetuation of imperialism. It is an excellent magazine with a great deal of information that could be used by people in alternative schools and free universities. There is a suggested $10 donation for a one-year subscription. Contact: SESPA, 9 Walden St., Jamaica Plain, MA 02130.

SCIENCE FOR VIETNAM is an organization existing to support and aid the anti-imperialist struggle of the Indochinese people and to carry on the struggle for "a humane and deprofessionalized science in the United States." In an attempt to solve some of the more crucial technical and medical problems now occurring in Indochina, the people of Science for Vietnam are cooperating with the DRVN and PRG as well as liberation forces in Laos and Cambodia. Currently, the organization consists of collectives and individuals in the United States and abroad involved in related work. In order to maintain an effective flow of information, the Chicago collective of Science for Vietnam has assumed the primary responsibility of correspondence, and coordination, as well as the publishing of a monthly newsletter. Available from the Chicago collective is a 20-page booklet on Science for Vietnam. The booklet is an "explanation, resource, guide, review and workbook." Contact: Science for Vietnam, 1103 East 57th Street, Room 47, Chicago, IL 60637. Phone: (312) 753-2732.

SCIENTISTS AND ENGINEERS FOR SOCIAL AND POLITICAL ACTION (SEPA) seeks to radicalize and organize scientists and engineers. It also generates and disseminates scientific information from a socially conscious viewpoint. The Boston Chapter publishes the bi-monthly *Science for*

the People containing articles on problems facing those working in technical fields, recent developments in destructive technology and a list of local SESPA groups. They ask $10 a year or whatever you can pay. The Berkeley chapter has an industrial section working on alternative projects to decentralize and humanize technology. Contact: SESPA, 9 Walden Street, Jamaica Plain, MA 02130 or SESPA 492 Birge Hall, University of California, Berkeley, CA 94720.

SKOOL RESISTANCE is a short booklet outlining a plan of action for organizing "toward a total alternative to school." It offers several suggestions for developing community support of educational alternatives. Fred Moore, the author of the booklet, says: "Learning is living. If you try to separate learning from living, you end up with some artificial environment that can be defined as skool." Single copies of the booklet are available for 25 cents, bulk orders of 20 or more copies are 15 cents apiece. Contact: Learning is Living, 788 Los Robles Ave., Palo Alto, CA 94306.

SOCIAL RESPONSIBILITIES ROUNDTABLE OF THE AMERICAN LIBRARY ASSOCIATION is a group of activist librarians concerned with such issues as gay liberation, the status of women in libraries, and intellectual freedom. They publish a quarterly newsletter. Contact: SRRALA, care of Patricia Shuman, 77 Fulton Street, New York, NY 10038.

SOCIETY FOR INDIVIDUAL RIGHTS strives to overcome sexual oppression and to achieve full equality for gay people under the law and in the minds of all people; maintains a job placement service for gays, holds rap groups, distributes literature, registers voters, raises consciousness. Contact: SIR, 83 Sixth Street, San Francisco, CA 94103.

SOMEWHERE ELSE is a directory to non-school/college learning, for people who believe that living and learning are one. With over 400 annotated listings, *Somewhere Else* has information on where to go to learn crafts and skills, how to join with people building alternative lifestyles/communities, where to find information and contacts in special interests--spiritualism, Gestalt, women's consciousness, media, and more. In short, the people and places, networks and centers and books and groups that learners might otherwise not hear about--but always wish they had. $3.25 postpaid. Contact: The Center for Curriculum Design, PO Box 350, Evanston, IL 60204.

SOURCE is a radical research collective putting out national resource catalogues for organizers. As of this writing, Source is working on a Health Catalogue. It will be similar to *Source I: Communications* and *Source II: Communities/Housing* in that it will describe what different prototype projects around the country are doing to organize for better health care and a system controlled by the communities themselves. Besides presenting basic demands and tactics gathered from such groups, the catalogues also list books, pamphlets, periodicals, and films of value to those initiating and spreading social change in this country. *Source III* should be ready in early 1974. For information contact: Source Collective, P.O. Box 21066, Washington, D.C. 20009. Phone: (202) 387-1145.

SOUTHERN AFRICA COMMITTEE formed in 1965 and has been working as a collective with its primary base in New York City to inform people about the nature of oppression in South Africa, Zimbabwe, Namibia and the "Portuguese" territories; the struggle of people in these areas against racism, colonialism, and imperialism; and the role which the U.S. plays in Southern Africa. The New York committee's main functions are producing a monthly magazine, *Southern Africa*, monitoring more than 50 publications, and analyzing information on subjects which range from economics to sports, and liberation movements to U.S. government policy. Contact: SAC, 244 W. 27 St., 5th Floor, New York, NY 10001.

SOUTHERN CONFERENCE EDUCATIONAL FUND (SCEF) is a "Southwide interracial organization committed to the elimination of racism and sexual oppression; the abolition of an economic system based on the profit motive and the ending of imperialism—that is, the exploitation of the many by the few. . . ." The group carries out many anti-racist and pro-labor projects throughout the South and comes to the defense of workers, prisoners, defendants and other oppressed people through propaganda and fund raising. SCEF has a monthly newspaper entitled *The Southern Patriot* which is one of the most informative and clearest publications on the left. A subscription to *The Southern Patriot* is $3 per year and a single copy is $.30. Contact: SCEF, 3210 W. Broadway, Louisville, KY 40211.

THE SPECIAL EXTENSION SERVICES (SES) OF THE CHICAGO PUBLIC LIBRARY SYSTEM provides print materials to groups in the form

of long-term, short-term loans of hardback and paperback books, portable libraries of paperback books, educational and informational materials, posters and free pamphlets, workshops on special needs, and guidance in the use of library materials. The Special Extension Services attempts to work with groups and people to develop the type of library service which is most useful in terms of the group or individual goals. Also five reading and study centers have been established and are under the guidance of SES. A legal resource library is also being set up in the county jail by SES. Soon SES will be dealing in the area of audio-visual services. It hopes to strengthen their information services and link up with other information-sharing groups in the Chicago area. Contact: SES, 115 South Pulaski Road, Chicago, IL 60624. Phone: (312) 638-2053.

STANFORD WORKSHOPS ON POLITICAL & SOCIAL ISSUES (SWOPSI) is an "extra-departmental" program at Stanford University which offers workshops in diverse areas of community-oriented research. SWOPSI states that their purpose is "to direct the energies and skills of the university community to the solving of political and social problems." Nearly all the workshops are "interdisciplinary" in scope, open to all members of the Stanford community and interested individuals outside the university. The workshops are research-oriented with an emphasis on gathering data "outside of academia." Credit is granted through the SWOPSI Policy Board, and hopes are that SWOPSI "can creatively and effectively use the energy on campus to achieve positive political and social change, and that academic rigor and concern for these issues complement one another." Recently, workshops have been conducted on "Student Task Force on Education" and "New Options: The Future of the American Legal Profession." Research reports about these subjects should be completed by now, and available upon request. Contact: SWOPSI, 590A Old Union, Stanford, CA 94305. Phone: (415) 321-2300, ext. 4305.

STASH (STUDENT ASSOCIATION FOR THE STUDY OF HALLUCINOGENS) publishes *Grassroots*, a journal of psychedelic drugs, a newsletter called *Capsule*, and has a reprint series on drug abuse. Stash is a non-profit group and also acts as a clearinghouse on drug information, and has a lending library containing books and articles, and provides specialized bibliographies to members on request. Contact: STASH, 638 Pleasant Street, Beloit, WI 53511. Phone: (608) 362-8848.

STERN FAMILY FUND is one of the few national foundations which consistently provides funding for change-oriented progressive projects. Among their recipients are educational and community projects. Contact: Stern Family Fund, 2301 "S" St.,N W , Washington, D.C. 20008.

STRATEGY NOTEBOOK: TOOLS FOR CHANGE is a compilation of suggestions of a course which hopes to assist students "become productive, self-confident, and flexible in problem solving." Put together by INTERACTION, a San Francisco group, the notebook's intent is to offer the tool of "process to confront, relate to, modify the facts and technology" of our constantly changing society. Of special interest are the sections of the notebook entitled "Strategies for Manipulating Information" and "Strategies for Information Retrieval," both offering useful suggestions for ways in which students can deal with the accumulation, organization, retrieval and dissemination of information. The book appears a bit simplistic, but may be a good tool itself for stimulating discussion and curiosity in the classroom. The publication is actually a supplementary text focusing on strategies themselves as conceptual tools. A more complete exploration of "process theory" and research is available through INTERACTION. Contact: INTERACTION, 149 9th Street, San Francisco, CA 94103. Phone: (415) 864-2590.

STUDENT (ADVISORY) COMMITTEE ON INTERNATIONAL AFFAIRS "evolved from a group of graduate students who remained in Washington after assembling in protest of the 1970 invasion of Cambodia." Formed as a non-profit, educational corporation, the committee works on a variety of issues relating foreign policy to domestic concerns and provides the public with tools for analysis through research, dialogues and public information programs. The committee seeks to increase student and public involvement in foreign policy decision-making. The committee members are attempting to examine foreign policy in the context of "Who makes policy? Why is this policy pursued? and What are its domestic effects?" Contact: Student (Advisory) Committee on International Affairs, Suite 503, 1717 Massachusetts Avenue, NW, Washington, D.C. 20036.

THE STUDENT HEALTH ORGANIZATION, a national organization for activist medical and health students, also publishes a quarterly newsletter. They focus in part on vocations for social change in the health sciences. For more information, write 1613 E. 53rd Street, Chicago, IL 60615.

STUDENT INVOLVEMENT HANDBOOK was published by the Student Affairs Task Force of New York State Education Department. The handbook is a guide and resource for projects and programs "initiated and directed" by high school aged youth of New York State. The primary goal of the 1973 *Handbook* is not limited to student involvement programs operating within schools for educational reform, but covers youth-run programs functioning independently of the educational system. This handbook, listing many community organizations in New York State, might prove to be a useful mailing list of high school aged youth organizations. Contact: The Center, 293 Alexander Street, Rochester, NY 14607.

STUDENT RESEARCH FACILITY has prepared three source books which provide well researched, sharp and accurate pictures of critical American problems. The books are: *Betrayal of the American Dream: The Economic Facts of American Life, War Incorporated: The Complete Picture of the Military-Industrial-University Complex,* and *Autopsy of the A.M.A.: An Analysis of Health Care Delivery Systems.* Contact: S.R.F., 1132 The Alameda, Berkeley, CA 94704.

A STUDENT'S GUIDE TO THE UNIVERSITY BUREAUCRACY has as its theme: "Be sure you're right–then go ahead." The guide discusses ways and means of legally beating the conventional schooling system at its own game. The primary emphasis is on using the system more effectively, rather than on changing it significantly; however, some of the methods discussed could prove enlightening to new students. Strategies are relevant to groups as well as individuals. *A Student's Guide* is published by the Students' Educational Change and Development Center. In addition to publishing the guide, the center serves as an organizing headquarters for student-initiated courses, helps to research various educational alternatives, and functions as a resource center for students. Contact: Students' Educational Change and Development Center, Muir Commons, UC-San Diego, La Jolla, CA 92037.

SUPPORT OUR STRUGGLE (SOS) is an important collection of political documents available from Students United at Southern University in Baton Rouge, Louisiana. The contents of SOS include: "An Open Letter to Black Students;" "A Chronology of Struggle at Southern University;" "A Declaration of the Beliefs and Desires of Students United;" "Preliminary

Findings of Black Peoples Committee of Inquiry;" "A Draft Letter and Petition for National Support Movement." These documents not only illuminate the events that led up to the November killings at Southern University, but they also outline the goals of black students engaged in their ongoing struggle. Contact: Students United, Southern University, Baton Rouge, LA 70813.

THE TANGENT GROUP is a counseling and information center on homosexuality. The organization maintains a special library of books, clippings, and research materials, a speakers' bureau, a counseling and referral service. It publishes periodic newsletters, a directory of homosexual movement organizations, *Tangents* magazine (irregularly), selected reading materials, a bibliography, and guides to assist those who work with homosexuals. Sources of operating funds include gifts, foundation grants, individual donations and the sale of publications. Contact: The Tangent Group, 3473½ Cahuenga Blvd., Hollywood, CA 90068. Phone: (213) 841-4135.

TEACHER DROP-OUT CENTER (TDOC) has developed a nation-wide clearinghouse for information that "would help teachers with much humanity to find jobs in free, innovative public and alternative schools." TDOC has established contact with hundreds of free, alternative and public schools and attempts to coordinate job-hunting for teachers searching for better and more human opportunities. There is a $20 charge for TDOC services which include a nation-wide directory of over 1500 innovative and alternative schools, K-college, updated regularly. Also included are descriptions of many of the schools listed and a monthly job listing. TDOC also does regular "mail-outs" which attempt to spread philosophy and ideas on humane education, the free school movement, good public schools, conferences, reprints of articles, new books, etc. A subscription to the TDOC newsletter is $20 per year, and their directory is $5. Contact: TDOC, Box 521, Amherst, MA 01002.

THE TEACHER PAPER is "the only magazine to print only teachers." Edited from a perspective that teachers can humanize their classrooms as well as society, *Teacher Paper* has some very good personal accounts from the classroom as well as information and tips which can be used in both public school and free school classrooms. They welcome manuscripts from teachers (preschool through grade 12). A subscription to *TP* costs $4 for a one-year, four-issue (Oct., Dec., Feb., Apr.) subscription. They also publish a "Guerilla

Manual for Underground Teachers," which is a poster-sized list of 162 things to do to "revolutionize" a public school. That costs $.35 or 3 for $1. Contact: *TP*, 2221 N E 23rd St., Portland, OR 97212.

THE TEACHING JOB HUNT is a new book for unemployed teachers "ready to give up hope." The book offers detailed, step-by-step, instructions on how to proceed in hunting for teaching alternatives. According to the publicity sent out about the book, unemployed teachers will find out "why most of the unpleasant aspects of traditional job-hunting, sending out résumés, dealing with personnel departments, making claims about your abilities, discussing salary, or even asking for a job, are pointless." Almost makes one curious enough to read the book. The cost of the book is $3 (add sales tax for Californians). Contact: Walter Zintz, Box 315, Alamo, CA 94507.

THIRD WORLD READER SERVICE mails subscribers monthly reprints of significant and provocative articles related to social change and the Third World struggles. It serves as a kind of research assistant for people with limited reading time and limited funds. In addition to researching pertinent materials available in the U.S., the staff also has contacts with many Third World groups abroad who have researched and analyzed the struggles and developments in their own countries. Topics cover a broad range from liberation movements to native life-styles, from racism to peace. Write for more information. Contact: TWRS, 1500 Farragut Street, NW, Washington, D.C. 20011. Phone: (202) 723-8273.

THIRD WORLD WORKSHOP TEAM OF INTERACTION is a two-year-old non-profit organization which conducts workshops to raise consciousness about Third World struggles and to train other people interested in coordinating such workshops. TWWT has a "Non-Buying Guide for Peace," available from their office for $1. TWWT states that they see "conscientization as one of the major keys to radical change in the U.S. There are millions who need to be liberated for social transformation. We'd like to continue to aid in that liberation process." As a part of the INTERACTION Coalition, the team is presently composed of volunteers, and charges for services are negotiable with each group. Contact: TWWT, 1500 Farragut Street, NW, Washington, D.C. 20011. Phone: (202) 723-8273.

THIS MAGAZINE–EDUCATION, CULTURE, POLITICS, formerly *This Magazine is About Schools,* is a radical socialist publication from Toronto. The two primary aims of *This Mag* are to connect Canadians in different fields and in the labour movement to people in teaching and in the arts, the universities, etc., in order to give them views of the struggles each is experiencing. The second goal of *This Mag* is to discuss certain issues which desperately need to be aired. Of special interest are the issues of independent trade unions, questions of a nationalist political orientation for radicals, and the connections between these two developing movements. *This Mag* carries stimulating and provocative articles on education, culture and politics of the Canadian Nationalist movement. Also included are poetry, reports, photo essays, and occasional book reviews and critiques. Subscriptions are $3.50 per year. Contact: *This Magazine,* 56 Esplanade Street, East, 4th Floor, Toronto, Ontario, Canada.

TIMES CHANGE PRESS is a small alternative press publishing paperbacks, pamphlets, and posters on subjects relevant to the social, cultural, and political situations of people's daily lives. "Our material covers an extensive range of subjects including women's liberation, hip culture, Third World struggles, gay liberation, anarchism, revolutionary poetry, children's liberation, marxism, ecology, etc." Mail-order is one of their main sources of distribution and their catalog is free. The books range in price from $.50 to $2.75. Posters are $1. Contact: Times Change Press, Penwell Road, Washington, NJ 07882.

TOWARD REVOLUTIONARY ART (TRA) is a quarterly publication dedicated to the "goal of building and propagating revolutionary art and culture." *TRA* is published by people active in the arts, who view the "emancipation of aesthetic sensibilities as being an integral part of the whole revolutionary process." In addition to publishing the magazine, *TRA* also has posters and graphics for sale by mail order. A subscription to *TRA* is $4 for 4 issues. Contact: *TRA,* PO Box 40909, San Francisco, CA 94140.

TRICONTINENTAL FILM CENTER (TFC) distributes short and feature-length political films from Africa, Asia and Latin America. Some of their better films are: "Brazil, No Time for Tears," "The Courage of the People" (Bolivia), "Mexico: the Frozen Revolution," and "Memories of Underdevel-

opment" (a Cuban film). TFC is also interested in contacting film makers or anyone about films on Third World communities within the U.S. A free catalog is available. Contact: TFC, 244 W. 27th St., New York, NY 10001. Phone: (212) 989-3330. Or P.O. Box 4430, Berkeley, CA 94704. Phone: (415) 548-3204.

UNICORN NEWS is a group of people who are trying to develop a national radio network to air alternative news programs. They plan to resume production of five-minute modular news programs made up mostly of actualities (interviews, etc.) for distribution to radio stations over phone wires and on record discs. They also want to provide information on the developing consciousness of women, gay people, Third World people, and poor people, as well as to spread information about nutrition, yoga, and other ideas for living in a healthy way. They want the Unicorn News network to be open-access so that people around the country can make tapes of what they are doing and can help get that information to large audiences. They are non-profit and depend on gifts to make the project work. They will charge the radio stations a minimal amount of money so that as many stations as possible will be able to carry this news service. They need contacts around the world as well as people who are technically skilled and who might be able to help them improve their programs. Contact: Unicorn News, 720 Clementina St., San Francisco, CA 94103. Phone: (415) 843-3005.

UNION FOR RADICAL POLITICAL ECONOMICS (URPE) attempts to bring together people who see the need for a drastic re-examination of the role of economists in our society. URPE members have participated in the development of radical courses and in political organizing, and have offered their specialized knowledge to local groups who are working toward social and political change. URPE considers that "traditional economics is not merely limited in its uses; it may be a distinct evil, in that it trains students to avoid the larger questions relating to capitalist institutions and modes of decision-making." The organization publishes the *Review of Radical Political Economics,* a quarterly, as well as a newsletter and occasional papers. Write for a free publications list. Contact: URPE, Office of Organizational Services, Michigan Union, Ann Arbor, MI 48104.

UNITED FRONT PRESS (UFP) is a non-profit publishing and distribu-

tion center. Its aim is "to make available, and circulate widely, accurate information on the true history and current struggle of the American people." Their winter catalogue, now available, contains over 70 pamphlets (listings include title, author, abstract of content, and price). Written with the help of local organizers, these pamphlets fall under such headings as "Workers' and Black People's Struggles," "Women's Liberation," "Monopoly Capitalism," and "Education and the Student Movement." Of special interest are two pamphlets under the last topic: "Build the Anti-Imperialist Student Movement" by the Revolutionary Union and "Universities and the Ruling Class," David Horowitz's exposé of U.S. professors' slavish service to imperialist interests. Pamphlet prices are reasonable, falling in the range of $.05 to $.75 (discounts available on bulk orders). Also available at discount rates are books such as *Age of Imperialism* by Harry Magdoff and *Labor's Untold Story* by Boyer and Morais. For further information about UFP literature, send for *The UFP Catalogue*. Also, if you're involved in an organizing project, community group, or union caucus, UFP can offer helpful information and research in exchange for your assistance in developing and distributing pamphlets. Contact: United Front Press, P.O. Box 40099, San Francisco, CA.

UNITED STATES-CUBA HEALTH EXCHANGE was formed to facilitate the exchange of scientific and other information between the U.S. and Cuba. Its program is to permit the uninterrupted interchange of ideas concerning health care, to encourage the free exchange of medical and health personnel, and to permit Cuba to receive medical equipment and pharmaceuticals, which are now frequently the subject of a de facto embargo. Contact: U.S.-Cuba Health Exchange, Box 342, Planetarium Station, New York, NY 10024.

UNIVERSIDAD DE AZTLAN is a self-sustaining community college. It offers an A.A. program in community studies, a B.A. in human studies, and a M.A. degree in bilingual-bicultural education through the Antioch College network. Although the project is now only partially accredited, it should be fully accredited by 1975. The school is structured so that students can design their own projects, and then take seminars corresponding to their projects. Contact: Universidad de Aztlan, 410 N. Yosemite St., Fresno, CA 93701.

LA UNIVERSIDAD URBANA OF HOUSTON has recently opened its

doors to the Chicano community. Its programs are not only designed to be bilingual and bicultural, but to involve the community in a process of self-development. Contact: La Universidad Urbana, 5504 Cochran, Houston, TX 77009. Phone: (713) 691-1393.

UNIVERSITY MICROFILMS, INC., of Ann Arbor is now reproducing curriculum ideas for the Curriculum Materials Clearinghouse. It will function much like ERIC and anyone may submit model units to be indexed in a journal and reproduced. Ten per cent royalty on sales. Contact: University Microfilms, Inc., Ann Arbor, MI 48106.

UNIVERSITY REVIEW is a radical monthly magazine distributed on 200 college campuses. It includes book reviews, feature articles on politics, music, film. Contact: *UR*, 2929 Broadway, New York, NY. Phone: (212) 866-4604.

UNIVERSITY WITHOUT WALLS: A FIRST REPORT is now available. It describes alternative education programs in U.S. colleges and universities that make up UWW. For those who are not familiar with UWW, it is a four-year degree program of great flexibility. Aided by advisors, students design programs which are far more individualized than most traditional programs and even many successful "innovative" programs. The report costs $1.75 per copy, or $1.50 per copy for orders of ten or more. Contact: Experimenting Colleges and Universities, Antioch College, Yellow Springs, OH 45387.

U.S.-CHINA FRIENDSHIP ASSOCIATION is an organization of Americans who distribute literature, films, slide shows and photo displays about China. In order to promote friendship between the Chinese people and American people, the U.S.-China Friendship Association conducts educational programs and publishes a newsletter monthly, sponsors Chinese language classes, discussions on reports by recent visitors to China, and radio programs. The newsletter is available for $4 per year. Contact: U.S.-China Friendship Association, 50 Oak Street, Room 502, San Francisco, CA 94102. Phone: (415) 863-0537.

VERMONT PEOPLES YELLOW PAGES is an excellent source of

information about alternative services such as switchboards, free clinics, free u's, food co-ops, etc. Contact: *Vermont Peoples Yellow Pages,* c/o R. Eubar, Box 193, Plainfield, VT 05667.

VIDEOCASSETTE INDUSTRY GUIDE is published semi-annually, and contains technical information on videocassette hardware and software. Also listed in the guide is information on where to find the producers and distributors of the videocassettes. The guide is available for $15.95. Contact: *Videocassette Industry Guide,* Synthedyne, Suite 3, 4731 Laurel Canyon Boulevard, North Hollywood, CA 91607.

VIDEOFREEX are ten people who make videotapes and produce Lanesville TV, a community effort in self-service television. They will exchange tapes with video producers and offer technical information or encouragement to persons, communities or groups who are getting started. They are experimenting with ½-inch formats for cable and broadcast and have tapes about environment, architecture, history, entertainment, news, children, social harmony and "home movies." Contact: VideoFreex, Maple Tree Farm, Lanesville, NY 12450. Phone: (914) 688-7084.

VIDEOGRAF, INC. has a number of instructional programs available on videotape. The two most relevant to media study are "Video Production Techniques," a seven-part presentation covering the process of producing tapes, including the history of videotape, the basic equipment, and its use and limitations. Also included is a section on the creative use of video. The second program, "Before They Learn To Talk," is a history of the silent film presented in four parts. This program covers the films made from 1890 to the 1930's, and includes the people, films, equipment, and the creative and social influences of the American film. Contact: Videograf, 100 Cabot Street, Needham, MA 02194.

VOCATIONS FOR SOCIAL CHANGE has changed. What was once a living/working collective in the hills of Canyon, California is now a working collective in nearby urban Oakland. In addition to publishing their magazine, *Workforce* (described on p. 173), they act as a clearinghouse for radical change organizations throughout the United States. They publish a pamphlet on Communes and Collectives, and they sponsor local programs in cities

throughout the United States. For a list of the local VSC chapters and information about what the collective is doing, write them for a copy of *Workforce*, which contains this information. They will send a copy free, but would appreciate a donation to cover costs. Contact: Vocations for Social Change, 4911 Telegraph Ave., Oakland, CA 94609. Phone: (415) 653-6535.

WAR. PEACE. FILM GUIDE is an annotated guide of over 200 films. The guide includes a set of educational resources–study guides, curriculum development centers, a bibliography and film program suggestions. A special section of the film guide lists resource organizations and groups involved in international peace studies. The same section includes a list of specialized film catalogues and film periodicals. This is a useful guide for those interested in obtaining many of the best films relating to war, the arms race, and international economic development. Cost of the guide is $1.50, plus $.25 postage. Contact: World Without War Publications, 7245 South Merrill, Chicago, IL 60649.

WASHINGTON AREA FREE SCHOOL CLEARINGHOUSE is a clearinghouse for area free schools, doing preliminary screening for hiring, legal research, scrounging resources, and disseminating information concerning the schools through a monthly newsletter (subscription $2/yr.). They have a walk-in office, a resource library, a pottery workshop, a scrounge workshop, and a large room with tumbling mats and a movie screen for the use of the free schools in the area. They are in the process of organizing a coalition of the schools for the purposes of solving common problems and exchange of information through workshops and regular meetings. Contact: Washington Area Free School Clearinghouse, Sumner School Building, 17th and M Sts., NW, Washington, D.C. 20036. Phone: (202) 783-6088.

WIN MAGAZINE is a weekly magazine of peace, non-violent action and radical social and political change. It is published with support of the War Registers League, but edited by an independent collective in Rifton, N.Y. *WIN* has been around for a long time and is a very reliable source of information and opinion. Subscriptions are $7 for one year and $4 for six months. Contact: *WIN*, Box 57, Rifton, NY 12471.

WISCONSIN YOUTH FOR DEMOCRATIC EDUCATION (WYDE), formerly the Wisconsin Student Union, is presently working on two state-wide projects. These are (1) the Wisconsin Student Bill of Rights, and (2) People's Textbook Project. WYDE is organized by chapters in Wisconsin schools. Currently, two collectives are in operation in Madison and Appleton. The collectives do publishing work and organizing within and without their respective communities. WYDE is organized to bring about student, parent and teacher control of education through democratic change. WYDE publishes a 14-page mimeographed monthly newsletter. Subscription to the WYDE newsletter is $2 per year. WYDE also publishes *The Student Book*, a 200-page handbook on the legal rights of students and "how-to's" of student organizing. The handbook is available to Wisconsin students at $1.25 and at $2.50 for adults in Wisconsin or non-Wisconsin residents. Contact: WYDE, 216 North Hamilton Street, Madison, WI 53703. Phone: (606) 256-5719.

WOMEN IN EDUCATION, an issue of *Edcentric Magazine* published in December 1971, includes several articles about women's role in education as well as a "movement section" devoted to the subject of women. Copies are $.50 each and can be obtained from *Edcentric*, PO Box 1802, Eugene, OR 97401. Phone: (503) 343-0810.

WOMEN IN LEADERSHIP (WIL) focuses on the potential of women to become change-agents in society. It provides a vehicle for women in communities to develop projects of their own determination and enables them to obtain the skills to do the job. Local projects are enabled through financial grants and other resource services of the WIL program and its national staff. For example, local projects which have received aid include a dropout school for junior high children in Kansas City, a healthcare project for poor black women in Philadelphia and a women's rights clinic in San Francisco. WIL is anxious to expand and enable more projects. Contact: WIL, 730 Witherspoon Bldg., Philadelpha, PA 19107. Phone: (215) 735-6722.

WOMEN'S GRAPHICS COLLECTIVE is a work collective of revolutionary feminist artists. They design and produce posters and cards, silk-screened by hand, which express themes of the women's liberation movement. They do posters on other political subjects and also their own personal art. Write them for their catalogue. Contact: WGC, 852 Belmont, Chicago, IL 60657.

WOMEN'S HISTORY RESEARCH LIBRARY has available on microfilm an extensive collection of women's journals, newspapers, and newsletters from all over the world. Besides a comprehensive collection of documents recording the growth of the women's movement, it also offers an accompanying index of the microfilm rolls. The "Herstory Synopsis," a list of women in world history, has been especially prepared and published by the Women's Movement Archive-Library. This is good background material for women's courses. The cost of the "Herstory Synopsis" is $1 plus $.20 for handling and postage. The library is also looking for women's unpublished material such as poems, diaries, letters, research papers, and tapes. The library's staff is especially interested in materials by and about black women. Contact: Women's History Research Library, 2325 Oak Street, Berkeley, CA 94708. Phone: (415) 524-7772.

WOMEN'S RIGHTS LAW REPORTER began publication in 1971. This quarterly publication covers developments in areas of law which especially affect women as women. Such areas include education, employment, health care, child care, domestic relations, abortion, sexual freedoms, criminal law and constitutional law. The editors of *Women's Rights Law Reporter* need the help of those actually working in women's law. They are interested in knowing about the filing and the results of court and administrative actions, in seeing legal papers, in direct actions related to law, in books, articles, conferences and caucuses. They are interested in theoretical writing and practical work. They are especially interested in strategy and tactics for attacking specific legal problems and in women's law courses and women's groups which work through the law. The *Women's Rights Law Reporter* will appear four times a year. Subscription rates are $15 for 6 issues (individual) or $28 for 6 issues (institutions). Single issues are available for $3, including most back issues. For more information, or to order, write: *Women's Rights Law Reporter,* 180 University Ave., Newark, NJ 07102.

WOMEN'S STUDIES ABSTRACTS are abstracts of articles (200 in each issue) in education, sex roles, employment, government, health and family planning, childbirth, and abortion. The abstracts also cover women in history, interpersonal communications and the women's movement. Bibliographic essays, a list of book reviews and additional articles are also of help to those involved in women's studies courses. *Abstracts* comes out quarterly at a price

of $7 to students, $8.50 to individuals, and $12 to libraries ($22 for two years, $30 for three years). Contact: WSA, PO Box 1, Rush, NY 14543.

WOMEN'S WORK AND WOMEN'S STUDIES, an annotated, interdisciplinary bibliography, combines scholarly research and action projects. The women of the center are currently compiling the second volume which will include material published or in progress during 1972. Volume II will also include references on projects such as women's health collectives, community day care, legal aid, women's publications and news services, feminist theatre, film projects, art galleries, etc. If you or your group wish to be included in the upcoming bibliography, write the Women's Center as soon as possible. Contact. *Women's Work and Women's Studies 1972*, The Women's Center, Barnard College, New York, NY 10027.

WORKFORCE is the magazine of Vocations for Social Change (see p. 169). Published bi-monthly, each issue focuses on a theme such as prison, gay people, education, women, etc. In addition, *Work Force*, like its predecessor, the *Vocations for Social Change Newsletter*, features a resource directory of change organizations as well as listings of new change oriented or non-alienating jobs that are available. *Workforce* is one of the best information sources on alternative groups and radical change available in the United States. To get on the mailing list for six months they "appreciate a donation . . . suggest $5." Libraries and institutions can subscribe by donating at least $10 a year. Contact: *Workforce*, c/o VSC, 4911 Telegraph Ave., Oakland, CA 94609 Phone: (415) 653-6535.

YOUNG WORKERS LIBERATION LEAGUE (YWLL) is a multi-racial, Marxist-Leninist youth organization seeking to unite youth in the struggle against war, racism, repression, unemployment and exploitation. "We believe: Capitalism is an outworn system. Imperialism, the present stage of capitalism, is a system of war, racism, and aggression. To defeat imperialist aggression and prevent nuclear war are primary political tasks. Building a mass movement of all progressive forces based on the principle of multi-racial unity, particularly black-white unity, is the only way to meet the needs of the people, defeat facism. Contact: YWLL, 2227 North Broad Street, Philadelphia, PA 19132. Phone: (215) 705-9541.

YOUTH LIBERATION publishes FPS, a youth liberation news service, distributes a series of pamphlets on youth liberation, and runs CHIPS, the Cooperative Highschool Independent Press Syndicate, which is an exchange of highschool underground newspapers. They also have extensive files on the highschool underground press, students rights, etc. As an anti-profit group, Youth Liberation is staffed by volunteers. FPS news service is available for $5 per year for young people, $8 per year for adults, and $12 per year for institutions. Literature available from Youth Liberation includes pamphlets, a directory of highschool and junior highschool independent and underground newspapers, reprints of articles, back issues of their publication, and posters. They have just finished a book containing articles on youth liberation, available for $1.35. Youth Liberation states that "young people constitute a major oppressed group in this country and the world. Their liberation from parents, schools, police, etc., is an essential part of a social revolution." Contact: Youth Liberation, 2007 Washtenaw Avenue, Ann Arbor, MI 48104. Phone: (313) 662-1867.

ZEPHYRUS is a non-profit collaborative of teachers, toymakers, parents and students that is forming an education exchange to produce and distribute learning materials created by the classroom teacher. Teachers in need of creative teaching ideas, at non-exploitative prices, will be able to contact the exchange. Teachers who have creative ideas or materials they wish to share will also now have the means to manufacture, package and distribute their ideas and materials. Membership fees of $10 per year will be used to provide for the production and distribution costs of the materials. Contact: Ron Jones, Zephyrus Educational Exchange, 1201 Stanyan St., San Francisco, CA 94117.

ZODIAC NEWS SERVICE is an alternative news service air-mailed daily to several hundred radio stations throughout the country, mostly progressive FM and college stations. Many alternative and underground papers also receive ZNS. Zodiac circulates news stories of general interest, particularly political, bizarre or off-beat news items which do not appear in other sources. ZNS will pay $7.50 for each story which is used. Subscription prices range from $5 to $20 a week, depending on the size and type of outlet. Contact: Zodiac, 950 Howard St., San Francisco, CA 94103. Phone: (415) 956-3555.

CATEGORY INDEX

(Check Alphabetical listing for complete information on each entry.)

EDUCATION (Almost all resources in the directory are connected with education. See alphabetical listing beginning on p. 88).

Ad Hoc Committee for an Alternative to a BA Degree
Alternatives for Education
American Friends Service Committee
The American Institute for Marxist Studies
The Annual Register of Grant Support
Bay Area Center for Alternative Education
Bay Area Institute
Bay Area Radical Teachers Organizing Committee
Black People's University
Bring Your Own Bag: A Report on Free Universities
Campus Free College
Center for Change
Center for Curriculum Design
Center for Law and Education
Center for Marxist Studies
Center for New Schools
Center for Study of Legal Authority and Mental Patient Status
College-Level Examination Program
The Commission on Voluntary Service and Action
Committee of Community Schools
Do It Now Foundation
Edcentric Magazine
Education Action Fund
Education Development Center
Education Exploration Center
Futures Information InterChange

Gemini Institute, Consultants for Experimental Education Programs
Institute for the Study of Sports and Society
Journal of World Education
Learning Exchange
Milwaukee Free University
Minnesota Consortium for Multi-Alternative Education
The New Jersey Student Union
New School Switchboard
New Schools Movement
New Seed Press
Organization of Unemployed Teachers
People Against Racism in Education
People's Computer Company
Program for Alternative Careers in Education
Stanford Workshops on Political & Social Issues
The Teacher Paper
Universidad de Aztlan
University Without Walls: A First Report
Wisconsin Youth for Democratic Education
Zephyrus

EXPERIMENTAL PROGRAMS & ALTERNATIVE INSTITUTIONS

Bring Your Own Bag: A Report on Free Universities
Communiversity
Education Development Center
Education Exploration Center
The Free Law School
The Free Learning Exchange
Free University Directory
Gemini Institute, Consultants for Experimental Education Programs
A Guidebook to Innovative Educational Programs
Institute for the Study of Sports and Society

Jewish Free University
Legal Manual for Alternative Schools
The Living-Learning Center
New School News
New Schools Movement
Oregon New Schools Catalog
Pacific Studies Center
Program for Alternative Careers in Education
Return to Learning
Skool Resistance
A Student's Guide to the University Bureaucracy
Teacher Drop-Out Center
Washington Area Free School Clearinghouse

FUNDING

Education Action Fund
Ford Foundation
The Foundation Center
The Foundation Directory
National Endowment for the Humanities
Pacific Change
Regional Young Adult Project
Resist
Southern Conference Educational Fund
Stern Family Fund

HEALTH–MENTAL & PHYSICAL

Center for Study of Legal Authority and Mental Patient Status
Health Policy Advisory Center
Madness Network News
Medical Committee for Human Rights
Mental Patient Political Action Committee
Mental Patient Resistance

Mental Patients' Liberation Project
Patient Advocacy Legal Service
Patients Rights Organization
Rough Times
Source
The Student Health Organization
United States-Cuba Health Exchange

INFORMATION SOURCES & CLEARINGHOUSES (see alphabetical listing starting on p. 88.)

Alternative Booklist No. 3
Clearinghouse for Professional Responsibility
Institute on the Church in Urban Industrial Society
The Learning Exchange
Local Information Directories (see alphabetical listing on p.
British Columbia Access Catalog
Connecticut People's Yellow Pages
Do It
Ethos
Evanston People's Yellow Pages
New Hampshire People's Yellow Pages
OPT
People's Yellow Pages, Cambridge, MA
People's Yellow Pages, New York, NY
People's Yellow Pages, San Francisco, CA
Portland People's Yellow Pages
Puget Sound Access
Red Pages
Vermont Peoples Yellow Pages
New Life Environmental Designs Institute
New School News
New Schools Exchange
NEXUS
People Acting for Change Together

People's Educational Resource Center
The Red Pencil
Regional Young Adult Project
Research Currents
Resist
Rio Grande Educational Association
Source
STASH (Student Association for the Study of Hallucinogens)
Teacher Drop-Out Center
University Microfilms, Inc.
Vocations for Social Change
Washington Area Free School Clearinghouse

LAW

American Civil Liberties Union
Center for Law and Education
Center for Study of Legal Authority and Mental Patient Status
The College Law Bulletin
Coordinating Center for Education in Repression and Law
Free Law School
Law Students Civil Rights Research Council
Legal Manual for Alternative Schools
The Meiklejohn Civil Liberties Library
National Association for the Legal Support of Alternative Schools
National Lawyers Guild
New York Civil Liberties Union
Patient Advocacy Legal Service
Women's Rights Law Reporter

MEDIA & COMMUNICATIONS **(see alphabetical listing starting on p. 88.)**

Alternative Radio Exchange
American Film Institute

American Film Institute Guide to College Courses in Film & TV
Antioch Television Software List
Berkeley Film House
The Boston Film Center
Cable Television: A Guide for Citizen Action
Challenge for Change/Société Nouvelle
Chicano Press Association
College Press Service
The Communication Company
Community Video Center
Films for Social Change
Guerilla Television
Introducing the Single VTR System
KOPN
KVST-TV
Media Mix
New Day Films
Newsreel
Outlaws of America: The Underground Press and its Context
Pacifica Tape Library
People's Video Theater
Polymorph Films, Inc.
Public Interest Communications
Radical Software, Volume 2
Radio Free People
Rio Grande Educational Association
Science Educators Media Exchange
The Special Extension Services of the Chicago Public Library System
Times Change Press
Tricontinental Film Center
Unicorn News
Videocassette Industry Guide
VideoFreex
Videograf, Inc.

War. Peace. Film Guide
Zodiac News Service

NATIVE AMERICA

American Indian Historical Society
Indian Rights Association

PRISONS

Black Scholar
Chicago Connections
Committee for Prisoner Humanity and Justice
Prison Action Group
Red Prison Movement
Rough Times

PUBLICATIONS (see alphabetical listing starting on p. 88.)

Academic Media
The Activist
Akwesasne Notes
The Almanac
Alternative Press Centre
Alternative Press Revue
Alternative Press Syndicate
Alternatives in Print 1973-74
American Civil Liberties Union
American Film Institute Guide to College Courses in Film and TV
Black Scholar
Centerpeace
Cineáste
Community Market Catalog
Community Publications Cooperative
Community Schools

Conscientious Consumer's Bulletin
Directory of Little Magazines, Small Presses and Underground Newspapers
Edcentric Magazine
The Eleventh Street Gang Pink Panther Press
Foundation for Change
Free University Directory
A Guidebook to Innovative Educational Programs
Journal D'Ecriture Impossible
Journal of World Education
Learning Resource Catalog
The Liberated Librarians Newsletter
LiLeration
Manual on Organizing Macro-Analysis Seminars
Monthly News of Co-op Communities
The Network Project
New England Free Press
The New Harbinger
New Schools Exchange
New Seed Press
New Ways in Education
OPT-Vocations for Social Change
Ozark Access Catalog
Peoplesmedia Cooperative
Peoples Press
Radical Historians Caucus
The RAP Collective
The Red Pencil
Return to Learning
Revolting Librarians
Skool Resistance
Somewhere Else
Strategy Notebook: Tools for Change
Student Involvement Handbook
Student Research Facility

A Student's Guide to the University Bureaucracy
Support Our Struggle
The Teacher Paper
The Teaching Job Hunt
This Magazine–Education, Culture, Politics
United Front Press
University Review
University Without Walls: A First Report
WIN Magazine
Workforce
Youth Liberation

RESEARCH GROUPS **(see alphabetical listing starting on p. 88.)**

Agribusiness Accountability Project
The Brain Mistrust
Chicago Area Research Group
Committee for Action/Research On The Intelligence Community
Consumer Education and Protection Association
Labor Research Associates
Movement for Economic Justice
New England Action Research
North American Congress on Latin America
Research Group One
Union for Radical Political Economics

SCIENCE **(see p. 88 for start of alphabetical listings)**

Computer People for Peace
People's Architecture
People's Computer Company
Science Educators Media Exchange
Science for the People
Science for Vietnam
Scientists and Engineers for Social and Political Action

SEXISM

Boston Women's Health Book Collective
Chicago Women's Liberation Union
Council on Religion and the Homosexual
Disadvantaged Women for A Higher Education, Inc.
Everywoman
Female Liberation
The Feminist Press
Feminist Studies
Feminists on Children's Media
Gay People and Mental Health
The Gay Student Center
Gay Studies Project of the New York Gay Activist Alliance
Gay Sunshine
Human Rights for Women
Know, Inc.
Liberation School for Women
Lollipop Power, Inc.
Maternal Information Services, Inc.
Men's Pages
Men's Switchboard Center
National Committee for Sexual Civil Liberties
Radical Women
Resource Center on Sex Roles in Education
Resources for the Study of Men
Society for Individual Rights
The Tangent Group
Women in Education
Women in Leadership
Women's Graphics Collective
Women's History Research Library
Women's Rights Law Reporter
Women's Studies Abstracts
Women's Work and Women's Studies

THIRD WORLD

Afram Associates
Africa Information Service
Africa Today
American Committee on Africa
The Arizona Association of Mexican-American Educators
Asia Information Group
Association of Vietnamese Patriots
Black Scholar
Center for Cuban Studies
Chicago Area Group on Latin America
The Chicano Association for Student Assistance
Chicano Press Association
Clearinghouse of the National Association for African American Education
Committee of Concerned Asian Scholars
Community Action on Latin America
Editions Latin America
Far East Reporter
Friends of Haiti
Friends of Micronesia
Front Line
Granma Weekly Review
Indochina Resource Center
Middle East Research and Information Project
Midwest Council de la Raza
Movimiento Estudiental Chicano de Atzlan
Pathfinder Press
Peoples Translation Service
Que Ondee Sola
Science for Vietnam
Southern Africa Committee
Southern Conference Educational Fund
Student (Advisory) Committee on International Affairs

Third World Reader Service
Third World Workshop Team of INTERACTION
Universidad de Aztlan
La Universidad Urbana of Houston
U.S.-China Friendship Association

EVERYTHING ELSE

Campaign for Adequate Welfare Reform Now
Center for Conflict Resolution
Community for Creative Nonviolence
The Gray Panther Network
Guerilla Art Action Group
Institute for the Study of Nonviolence
The New American Movement
Social Responsibilities Roundtable of the American Library Association
Toward Revolutionary Art
Young Workers Liberation League

AREA INDEX

(Check Alphabetical listing for complete information on each entry.)

ARIZONA

The Arizona Association of Mexican-American Educators, Phoenix

ARKANSAS

Ethos, Little Rock
Ozark Access Catalog, Eureka Springs

CALIFORNIA

"The Almanac," Berkeley
Alternative Radio Exchange, Felton
Alternatives for Education, San Pedro
Alternatives in Print, San Francisco
American Civil Liberties Union, San Francisco
American Indian Historical Society, San Francisco
Asia Information Group, Berkeley
Bay Area Center for Alternative Education, San Francisco
Bay Area Institute, San Francisco
Bay Area Radical Teachers Organizing Committee, San Francisco
Berkeley Film House, Berkeley
Black Scholar, Sausalito
Center for Study of Legal Authority and Mental Patient Status, Berkeley
The Chicano Association for Student Assistance, Los Angeles
Chicano Press Association, Los Angeles
Committee for Prisoner Humanity and Justice, San Rafael
Committee of Concerned Asian Scholars, Berkeley
Communiversity, San Francisco

Stanford Workshops on Political and Social Issues, Stanford
Strategy Notebook: Tools for Change, San Francisco
Student Research Facility, Berkeley
A Student's Guide to the University Bureaucracy, La Jolla
The Tangent Group, Hollywood
The Teaching Job Hunt, Alamo
Toward Revolutionary Art, San Francisco
Tricontinental Film Center, Berkeley
Unicorn News, San Francisco
United Front Press, San Francisco
U.S.-China Friendship Association, San Francisco
Videocassette Industry Guide, North Hollywood
Vocations for Social Change, Oakland
Women's History Research Library, Berkeley
Workforce, Oakland
Zephyrus, San Francisco
Zodiac News Service, San Francisco

CANADA

Alternative Press Centre, Toronto
Association of Vietnamese Patriots, Montreal
British Columbia Access Catalog, Vancouver
Challenge for Change/Société Nouvelle, Montreal
Community Schools, Toronto
Editions Latin America, Montreal
This Magazine-Education, Culture, Politics, Toronto

COLORADO

Africa Today, Denver
College Press Service, Denver
Do It, Denver

CONNECTICUT

Alternatives, Booklist No. 3, Storrs
Connecticut Peoples Yellow Pages, New Haven

CUBA

The Granma Weekly Review, Havana

DISTRICT OF COLUMBIA

Agribusiness Accountability Project
American Film Institute
American Film Institute Guide to College Courses in Film and TV
Bring Your Own Bag: A Report on Free Universities
Clearinghouse for Professional Responsibility
The College Law Bulletin
Committee for Action/Research in the Intelligence Community
Community for Creative Nonviolence
Community Video Center
Conscientious Consumer's Bulletin
Coordinating Center for Education in Repression and Law
The Foundation Center
Free University Directory
The Gay Student Center
Human Rights for Women
Indochina Resource Center
Introducing the Single VTR System
Middle East Research and Information Project
Movement for Economic Justice
National Endowment for the Humanities
NEXUS
Red Pages
Research Currents
Resource Center on Sex Roles in Education

Source
Stern Family Fund
Student Advisory Committee on International Affairs
Third World Reader Service
Third World Workshop Team of INTERACTION
Washington Area Free School Clearinghouse

ILLINOIS

Center for Curriculum Design, Evanston
Center for New Schools, Chicago
Chicago Area Group on Latin America, Halstead, Chicago
Chicago Area Research Group, Evanston
Chicago Connections, Chicago
Chicago Women's Liberation Union, Chicago
Evanston People's Yellow Pages, Evanston
Institute on the Church in Urban Industrial Society, Chicago
The Learning Exchange, Evanston
Learning Resource Catalog, Palatine
Legal Manual for Alternative Schools, Chicago
Liberation School for Women, Chicago
Media Mix, Chicago
Medical Committee for Human Rights, Chicago
Men's Pages, Evanston
New School News, Chicago
Que Ondee Sole, Chicago
Science for Vietnam, Chicago
Somewhere Else, Evanston
The Special Extension Services of the Chicago Public Library, Chicago
The Student Health Organization, Chicago
War. Peace. Film Guide, Chicago
Women's Graphics Collective, Chicago

INDIANA

Gemini Institute, Consultants for Experimental Education Programs, Indianapolis
Midwest Council de la Raza, Notre Dame
Return to Learning, Fort Wayne

KENTUCKY

Southern Conference Educational Fund, Louisville

LOUISIANA

Support Our Struggle, Baton Rouge

MARYLAND

A Guidebook to Innovative Educational Programs, Bethesda
New School Switchboard, Baltimore
Outlaws of America: The Underground Press and its Context, Baltimore
Research Group One, Baltimore

MASSACHUSETTS

American Friends Service Committee, Cambridge
The Boston Film Center, Boston
Boston Women's Health Book Collective, West Somerville
Campus Free College, Boston
Center for Law and Education, Cambridge
Centerpeace, Cambridge
Education Action Fund, Cambridge
Education Development Center, Newton
Female Liberation, Cambridge
Futures Information Interchange, Amherst

New England Action Research, Cambridge
New England Free Press, Somerville
People's Yellow Pages, Cambridge
Polymorph Films, Inc., Boston
Radical Historians Caucus, Somerville
The Red Pencil, Cambridge
Red Prison Movement, Cambridge
Resist, Cambridge
Rough Times, West Somerville
Science Educators Media Exchange, Fitchburg
Science for the People, Jamaica Plain
Teacher Drop-Out Center, Amherst
Videograf, Inc., Needham

MICHIGAN

The Brain Mistrust, Ann Arbor
Monthly News of Co-Op Communities, Ann Arbor
The New Harbinger, Ann Arbor
New Life Environmental Designs Institute, Kalamazoo
People Acting for Change Together, Detroit
People Against Racism in Education, Detroit
Resources for the Study of Men, Ann Arbor
Union for Radical Political Economics, Ann Arbor
University Microfilms, Inc., Ann Arbor
Youth Liberation, Ann Arbor

MINNESOTA

Education Exploration Center, Minneapolis
Gay People and Mental Health, Minneapolis
The Living-Learning Center, Minneapolis
Minnesota Consortium for Multi-Alternative Education, Minneapolis

MISSOURI

Films for Social Change, St. Louis
KOPN, Columbia
Patient Advocacy Legal Service, St. Louis

NEW HAMPSHIRE

Disadvantaged Women for a Higher Education, Durham
New Hampshire People's Yellow Pages, Durham

NEW JERSEY

Academic Media, Orange
The Annual Register of Grant Support, Orange
Front Line, Clinton
National Committee for Sexual Civil Liberties, Princeton
New Day Films, Franklin Lakes
The New Jersey Student Union, New Brunswick
Times Change Press, Washington
Women's Rights Law Reporter, Newark

NEW MEXICO

National Association for the Legal Support of Alternative Schools, Santa Fe
People's Educational Resource Center, Albuquerque
Rio Grande Educational Association, Santa Fe

NEW YORK

AFRAM Associates, Harlem
Africa Information Service, New York
Akwesasne Notes, Rooseveltown
Alternative Press Revue, New York

Alternative Press Syndicate, New York
American Committee on Africa, New York
The American Institute for Marxist Studies, New York
Center for Change, New York
The Center for Cuban Studies, New York
Center for Marxist Education, New York
Cineáste, New York
Clearinghouse of the National Association for African American Education, New York
College Level Examination Program, New York
The Commission on Voluntary Service and Action, New York
Committee of Community Schools, New York
Computer People for Peace, Brooklyn
Far East Reporter, New York
The Feminist Press, Old Westbury
Feminist Studies, New York
Feminists on Children's Media, New York
The Ford Foundation, New York
The Foundation Directory, Irvington-on-Hudson
Foundation for Change, New York
Free Learning Exchange, New York
Friends of Haiti, Hopewell Junction
Gay Studies Project of the New York Gay Activist Alliance, New York
Guerilla Art Action Group, New York
Guerilla Television, New York
Health Policy Advisory Center, New York
Journal of World Education, Huntington
Labor Research Association, New York
Law Students Civil Rights Research Council, New York
Liberation, New York
Maternal Information Services, New York
Mental Patient Political Action Committee, New York
Mental Patient Resistance, Brooklyn
Mental Patients Liberation Project, New York

National Lawyers Guild, New York
The Network Project, New York
New York Civil Liberties Union, New York
Pathfinder Press, New York
People's Video Theater, New York
People's Yellow Pages, New York
Prison Action Group, Rochester
Program for Alternative Careers in Education, Bronx
Radical Software, Vol. 2, New York
Radio Free People, New York
The RAP Collective, New York
Social Responsibilities Roundtable of the American Library Association, New York
Southern Africa Committee, New York
Student Involvement Handbook, Rochester
United States-Cuba Health Exchange, New York
University Review, New York
VideoFreex, Lanesville
WIN Magazine, Rifton
Women's Studies Abstracts, Rush
Women's Work and Women's Studies, New York

NORTH CAROLINA

Lollipop Power, Inc., Chapel Hill
OPT: Vocations for Social Change, Durham

OHIO

The Activist, Oberlin
Antioch Television Software List, Yellow Springs
The Communication Company, Columbus
Community Publications Cooperative, Yellow Springs
Institute for the Study of Sports and Society, Oberlin
New Schools Exchange, St. Paris

Patients Rights Organization, Cleveland
University Without Walls: A First Report, Yellow Springs

OREGON

Edcentric Magazine, Eugene
The Eleventh Street Gang Pink Panther Press, Eugene
Oregon New School Catalog, Portland
Portland People's Yellow Pages,Portland
The Teacher People, Portland
Women in Education, Eugene

PENNSYLVANIA

Ad Hoc Committee for an Alternative to a BA Degree, Media
Black People's University, Philadelphia
Cable Television: A Guide for Citizen Action, Philadelphia
Campaign for Adequate Welfare Reform Now, Philadelphia
Community Market Catalog, West Chester
Consumer Education and Protection Association, Philadelphia
Free Law School, Philadelphia
The Gray Panther Network, Philadelphia
Indian Rights Association, Philadelphia
Jewish Free University, Philadelphia
Know, Inc., Pittsburgh
The Liberated Librarians Newsletter, Philadelphia
Manual on Organizing Macro-Analysis Seminars, Philadelphia
Women in Leadership, Philadelphia
Young Workers Liberation League, Philadelphia

TEXAS

La Universidad Urbana of Houston, Houston

VERMONT

Vermort People's Yellow Pages, Plainfield

WASHINGTON

New Schools Movement, East Seattle
Puget Sound Access, Seattle
Radical Women, Seattle

WISCONSIN

Center for Conflict Resolution, Madison
Community Action on Latin America, Madison
Milwaukee Free University, Milwaukee
STASH (Student Association for the Study of Hallucinogens), Beloit
Wisconsin Youth for Democratic Education, Madison